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BRIEFER
GRAMMAR

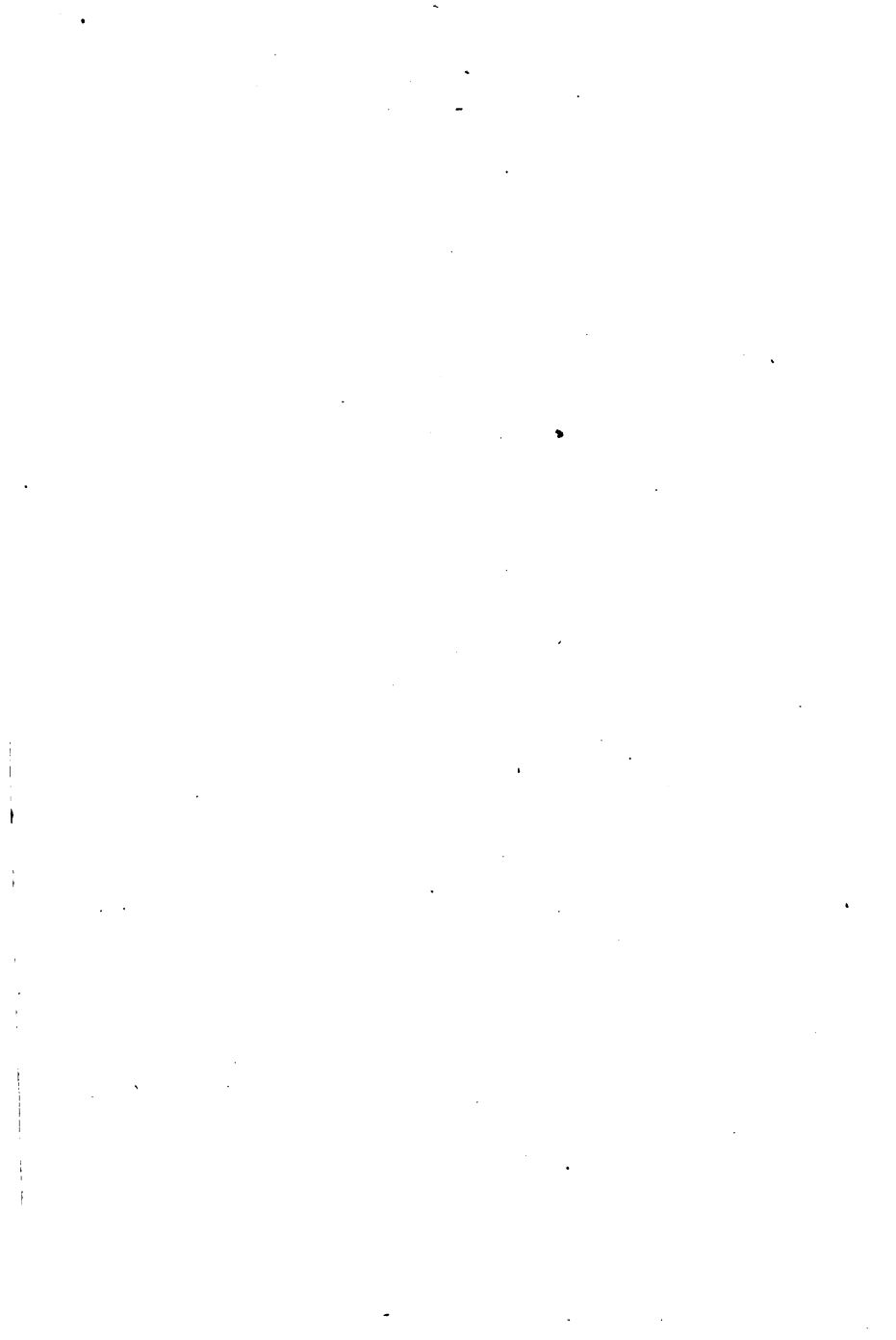


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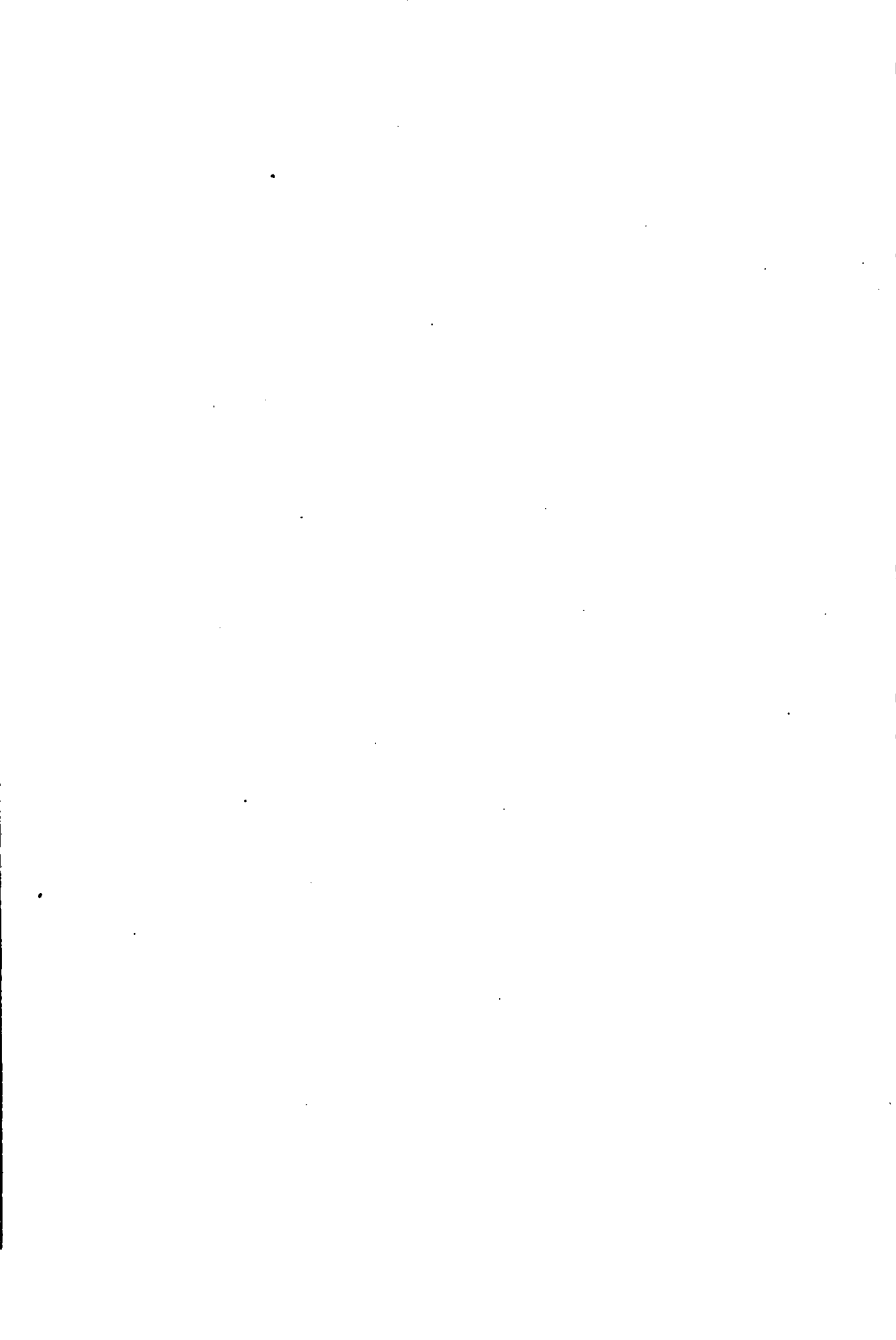


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Through the Vietnam Park Campaign
(A. L. A. — A. R. C. — U. S. C.)
To the Armed Forces and Merchant Marine**







LONGMANS'
BRIEFER GRAMMAR



LONGMANS'
BRIEFER GRAMMAR

BY

GEORGE J. SMITH, PH.D.

**MEMBER OF THE BOARD OF EXAMINERS, DEPARTMENT OF
EDUCATION, CITY OF NEW YORK**

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PREFACE

“LONGMANS’ BRIEFER GRAMMAR” is intended for use in classes that are, for the first time, taking up the subject of grammar with a text-book. It not only provides an introduction to the subject, but it contains matter for at least a year’s work, and prepares the way for the use of a more complete treatise, such as “Longmans’ English Grammar.”

Briefly put, the scope of this book is the grammar of the simple sentence. However, the compound sentence with simple members is included, for the reasons that it is not difficult and that the pupil must be able to distinguish such a sentence from a simple sentence.

Necessarily, in an introductory book of this size, especially in one made not so much to “cover” the subject of grammar as to *teach* it,—to present its main contents gently, and by ample practical exercises to make the study seem satisfying as well as useful,—some of the more difficult and formal grammatical ideas are not taken up at all. For example, moods, tenses, and conjugations of verbs; the rather hard subject of gerunds; conjunctive adverbs, and, in fact, all subordinating conjunctions, as a distinct class of words; and the more difficult applications of parsing and analysis, are excluded altogether. And rightly so; for these things are not essential to the child’s obtaining a considerable body of grammatical knowledge, built up in a simple and consecu-

tive order. To attempt too much in an introduction to grammar is to make the pupil "unable to see the woods for the trees." The child who takes the work of this book deliberately will be able to form clear and accurate notions of the principal topics in grammar: he will know how to tell the parts of speech, how to sub-classify them, how to recognize their various syntactical relations, and how to analyze reasonably difficult simple or compound sentences.

It seems fitting to direct attention briefly to some of the features of this book — its plan, as a whole, and its method.

1. The general plan of the book, as may be seen by an examination of the table of contents, is marked by regard to the natural development, the continuous dependence, of the topics. The subject "builds up" by easy and well-prepared-for steps. For example, though the first lessons are on the sentence and its two fundamental parts, the subject and the predicate, systematic analysis is necessarily postponed until the pupil is well able to recognize nouns and verbs by knowing their functions. Then, after a gradual introduction to analysis, practical work in this essential of grammar is carried on and on, as fast as the knowledge of new parts of speech makes progress possible. Thus, under adjectives and adverbs, as the idea of adjuncts is developed it is applied in analysis. So when an acquaintance with prepositions and with infinitives leads to the recognition of phrases as adjuncts, and, again, when from conjunctions the pupil passes to work on compound elements and sentences, further steps are taken in analysis.

2. As further justifying the method of this book, the mode of approach to the several topics deserves attention. Take, for instance, the manner of "attacking"

nouns and verbs. A child learns to do, and to know by doing. Accordingly, his self-activity is given play by setting for him, at the very start, things to do that he can do, and can come to understand through doing. It is a characteristic of the method of the book that it aims to teach the ideas before the words. Thus, instead of being a confusing and undigested mass of technical terms, grammar may, by skillful teaching, be made the helpful, disciplinary, and useful study it ought to be.

G. J. S.

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LONGMANS' BRIEFER GRAMMAR

SENTENCES

1. When I say, "This dog is ours," my words make a sentence. The following are other sentences about dogs:—

Dogs bark.

Some dogs bite.

My dog is named Carlo.

Exercise 1.¹— *Make a sentence about each of these:—*

- | | | |
|----------------------|-------------------------|-----------------------|
| 1. Cats | 8. That pencil | 15. Monkeys |
| 2. My father | 9. Bricks | 16. Fire |
| 3. Ink | 10. The moon | 17. Ice |
| 4. Stones | 11. Chairs | 18. Your hat |
| 5. Roses | 12. Apples | 19. The wagon |
| 6. The sun | 13. Birds | 20. Cows |
| 7. Oak trees | 14. The steeple | |

Learn

2. A sentence is the statement of a thought in words.

Exercise 2.— (a) *Make five sentences about things in the room where you are.*

(b) *Five sentences about things out doors.*

(c) *Five sentences about people you know.*

3. The sentence "Mary writes" consists of two parts:—

1. The name of the person of whom we are speaking—*Mary*; and

2. The word that tells what we say about Mary—*writes*.

¹ See "Notes for Teachers," p. 163, Note 1.

The sentence "This dog is ours" also consists of two parts: the part that tells what we are talking about — *This dog*; and the part that tells what we say about it — *is ours*.

4. Every sentence, however long, has two such parts.

The part denoting the person or thing spoken about is called the **Subject**. (The words given in Exercise 1 were to be used as Subjects.)

What we say about the person or thing denoted by the Subject is called the **Predicate**.

5. A sentence may be separated into two parts, thus :

<i>Sentence.</i>	<i>Subject.</i>	<i>Predicate.</i>
Birds fly.	Birds	fly.
Sheep bleat.	Sheep	bleat.
Henry is reading.	Henry	is reading.
The man was tall.	The man	was tall.

Exercise 3. — *Separate the Subjects and the Predicates of the following sentences, in the way just shown.*

1. Roosters crow. 2. Pigs grunt. 3. Eagles scream.
 4. Doves are swift. 5. The horse ran away. 6. Violets are blue.
 7. Sugar is sweet. 8. My knife is dull. 9. The man is calling.
 10. Mice nibble. 11. The glass was broken. 12. The day is cloudy.
 13. Rain will fall. 14. Apples are yellow. 15. This stone is heavy.
 16. Stars are shining. 17. The lions were killed. 18. The cattle are grazing.
 19. School is closed. 20. New traps were set.

Exercise 4. — *Place Subjects before the following Predicates.*

Grow. Gnaw. Squeal. Ran. Hum. Fly. Was writing. Has been digging. Is falling. Is coming. Can read. Must hurry. Will be late. Roar. Are blooming. Is burning. Is old. Is heavy. Whistles. Ring.

6. If I say *in the tree-top*, my words do not make a sentence, for they do not state or tell anything. Such a group of words is called a **phrase**. A phrase has no Subject or Predicate.

Exercise 5. — *Say which of the following are Sentences and which are only Phrases.*

1. The bird is in the tree-top. 2. The knife is sharp. 3. On the floor. 4. To walk. 5. Boys run. 6. On the hill. 7. To study. 8. Scissors cut. 9. The paper is torn. 10. At the corner. 11. To be tall. 12. Tom was hurt. 13. His sister cried. 14. In a minute. 15. At last. 16. To swim. 17. Men have to work. 18. Cats have fur. 19. For an hour. 20. Dorothy sews.

Exercise 6. — *Use the following phrases in sentences.*

In the sea. On the grass. To play. With a rope. In a hurry. To read books. At noon. In the evening. With a loud noise. In silence. To eat. To be caught. At once. To school. In the air. After a while. In New York. Without his hat. Along the road. To play ball.

Exercise 7. — *Arrange the following words and phrases so as to make sentences.*

1. All summer. Lived. In a tent. We. 2. Supper. Ready. At six o'clock. Our. Was. 3. Every day. Loaf. The cook. Made. A. Of bread. 4. Books. Lost. On the way. John. To school. His. 5. From the trees. The. Are falling. Leaves. To-day. 6. Wheat. Sows. In the spring. Farmer. The. His. 7. Bloom. Red. In the garden. Tulips. 8. Grass. With a lawn mower. Fresh. The. Was cut. 9. Two. Along the street. Came. The. Side by side. Wagons. 10. With four eggs. A. Found. In it. We. Nest.

Exercise 8. — *(a) Pick out the Subjects in these sentences.*

1. The stove is very hot. 2. The house caught fire. 3. A

horse ran away. 4. The fire engine came. 5. The water put out the fire. 6. Water from the river was used.

(b) Pick out the Predicates in these sentences.

1. The child fell down. 2. It was hurt. 3. The doctor was called. 4. The child's head was bloody. 5. Some plaster was put on the place. 6. The child was well in a week.

(c) Pick out the Subjects and the Predicates of the sentences formed in working Exercise 7.

NOUNS

Exercise 9. — (a) *In the following sentences pick out all names of persons.*

1. Ben is older than Harry.¹ 2. Arthur is playing with Tom and Will. 3. Mary and Edith are writing. 4. Harold was reading to little Maggie. 5. Mr. Brown is stronger than my brother Howard. 6. Mrs. Cooper has gone abroad with Miss Percy. 7. King James reigned after Queen Elizabeth.

(b) *Give the names of*

1. Ten boys.
2. Ten girls.
3. Ten persons whom you know, or have read about.

Exercise 10. — (a) *In the following sentences pick out all names of persons and of places.*

1. Henry Roberts lives at Richmond. 2. St. Paul is in Minnesota. 3. King Solomon reigned in Jerusalem. 4. Washington crossed the Delaware. 5. General Wolfe was killed outside Quebec. 6. Moses led the Jews from Egypt to Canaan. 7. Mrs. Jones took Minnie up Fifth Avenue to Central Park.

(b) *Give the names of*

1. Ten streets.
2. Ten cities.
3. Ten countries.

7. When I say *Hendrik Hudson*, I use the name of one particular sailor, not of every sailor. But when I say *sailor*, I may mean Hudson or Captain Kidd or any other

¹ See "Notes for Teachers," p. 163, Note 2.

sailor. *Sailor* is as truly a name as *Hendrik Hudson*, but instead of being the name of a particular person it is the name of a *kind* of person.

Exercise 11. — (a) *In the following sentences pick out all names of kinds of persons.*

1. The doctor came to see the woman. 2. The boy hurt his sister. 3. I met my uncle, aunt, and three cousins to-day. 4. The king sent for his ministers. 5. The princess was walking with her maids. 6. Men are the best cooks.

(b) *Give the names of*

1. Ten kinds of shopkeepers; as *grocer, butcher.*
2. Ten kinds of relatives; as *father.*
3. Ten kinds of workmen; as *carpenter.*

Exercise 12. — *In the following sentences pick out all names*

1. *Of kinds of persons.*
2. *Of kinds of places.*

1. My sister is in the cottage. 2. Our friends live in the town. 3. The fisherman is at sea. 4. A policeman was walking up the street. 5. The workman was digging in his garden. 6. The old man was waiting at the station for his son. 7. The driver was thrown to the sidewalk.

Exercise 13. — (a) *In the following sentences pick out all names of kinds of animals.*

1. The wolf tried to catch a sheep. 2. The hawk killed three chickens. 3. The cat is playing with her kittens. 4. The thrushes and blackbirds were singing. 5. The bird was picking up worms. 6. An elephant is larger than a lion. 7. Ducks, geese and swans can swim, but hens cannot. 8. A whale is not a fish.

(b) *Give the names of*

1. Ten kinds of animals that live on land.
2. Ten kinds of birds.
3. Ten kinds of fishes.

Exercise 14. — (a) *In the following sentences pick out all names of things.*

1. The pen is under the book. 2. That bottle contains ink. 3. There are three coats and six shirts in the trunk. 4. A stone was thrown at the window. 5. The plow is made of iron. 6. Put some coal on the fire. 7. The windows are white with frost.

(b) *Give the names of*

1. Ten flowers.
2. Ten vegetables.
3. Ten articles of dress.
4. Ten things used at school.

8. In Grammar all words used as names are called **Nouns**.

9. A word used as the name of a *particular* person, animal, place, or thing, is called a **Proper Noun**.

A Proper Noun when written or printed should always have a capital letter; as, "William is in Boston."

10. A word used as the name of a class or kind of persons or things is called a **Common Noun**.

Exercise 15. — *Pick out the Proper Nouns and the Common Nouns.*

Once, when Rubens the famous artist was traveling in Spain, he visited a convent. The monks took him all over the buildings. Above the altar in the chapel he saw a beautiful picture. "Who painted that masterpiece?" he asked. "A lay brother," answered the abbot. "Then he is a great painter," said Rubens; "let me see him that I may tell him so." Such words from such a judge were too much for the poor man; he took a few steps forward and fell dead at Rubens's feet.

11. Some Common Nouns are the names of *qualities*. Thus, vinegar is sour, or has the quality of *sourness*. An

honest man has the quality of *honesty*. *Sourness* and *honesty* are the names of certain kinds of qualities, and are therefore Common Nouns.

Exercise 16.—(a) *In the following sentences pick out all names of qualities.*

1. The smoothness of the ice made the child slip. 2. Honesty and justice are virtues; dishonesty and injustice are vices. 3. The rose is admired for its beauty and sweetness. 4. The driver was punished for his cruelty. 5. The tiger is noted for courage, strength, and ferocity. 6. The hardness of the diamond is well known. 7. The brightness of the sun caused her dizziness.

(b) *Give the names of five qualities not named in the sentences just given.*

12. *Riding* and *shooting* are the names of actions. *Capture*, *nod*, *wink*, *burglary*, and *motion* are also names of actions. The names of actions are Common Nouns.

Exercise 17.—(a) *In the following sentences pick out all names of actions.*

1. Walking is good exercise. 2. Next summer we shall learn swimming. 3. My brother will teach me rowing and sailing. 4. Forgetting is easier than learning. 5. Hearing and obeying are different. 6. We took a brisk walk. 7. I am sorry for the loss of the knife. 8. He was found guilty of murder. 9. You have done me a great service. 10. John's attempt to make the long jump was a failure.

(b) *Give five other names of actions.*

13. We may give names to *groups* of persons or things. Thus, a group of men may be a *crowd*, or an *army*, a *jury*, a *congress*. A group of animals may be a *herd*, a *troop*, a *flock*. A group of things may be a *dozen*, a *score*, a *lot*. The names of groups are Common Nouns.

Exercise 18.—*Pick out the names of groups or collections.*

1. When the army was defeated many regiments suffered severely, and some companies were almost destroyed. 2. Congress appointed a committee to consider the matter. 3. The Jewish nation was made up of twelve tribes and each tribe was made up of a number of families. 4. The police dispersed the mob. 5. The jury found the prisoner guilty. 6. The postmaster was a member of the council. 7. Abraham had great flocks and herds.

14. We have now seen that Nouns¹ may be

1. The names of particular persons, places, or things. (Proper Nouns.) 2. The names of kinds of persons, places, or things, or of qualities, actions, or groups. (Common Nouns.)

Learn

15. A Noun is a word used as the name of something.

NOTE. — It is the *name* of the thing (or person, place, quality, action, or group) and not the *thing itself* that is a Noun. Thus a desk is not a Noun, but the word *desk* is.

Exercise 19.—*Pick out all the Nouns in the following sentences, and say of each Noun whether it is Proper or Common.*

1. I had a little pony,
His name was Dapple Gray;
I lent him to a lady,
To ride a mile away.
2. Little Tommy Tucker
Sings for his supper.
What shall he have to eat?
White bread and butter.
3. The lion and the unicorn
Were fighting for the crown.

¹ See "Notes for Teachers," p. 163, Note 3.

4. The dew was falling fast, the stars began to blink;
I heard a voice; it said, "Drink, pretty creature, drink."

5. There was no wind, and the heat of the day was heavy.

6. The jury brought in a verdict of guilty, much to the surprise of Judge Blake. 7. Gentlemen may cry "Peace, peace!" but there is no peace. 8. We had a heavy rain last Thursday.

9. The grief of the parents at the loss of their children was boundless. 10. Painting can be mastered only by long study.

11. A little weeping would ease my heart. 12. His speech at the dinner was a great success. 13. The thickness of this ink makes writing very difficult. 14. The fellow supposed his theft was only a clever trick.

15. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.

VERBS

Exercise 20. — *In the following sentences pick out first the Noun and then the word that tells what the person or thing named¹ does.*

Tom plays. Parrots talk. Birds fly. Fishes swim. Fire burns. Larks sing. Bees sting. Dogs bark. Lions roar. Babies cry. Fred learns. Cats mew. Stars shine. Mary reads. Owls hoot. Girls sew. Day dawns. Rain falls.

Exercise 21. — (a) *After each of the following Nouns place a word that tells what the person or thing named does.*

Horses. Lightning. Flowers. William. Swallows. Soldiers. Lions. Rivers. Gas. Singers. The² sun. The wind. The eagle. The ship. The scholars. The bell. The dog. The moon. The child. The cat. The mouse. The baker. The tailor. The thief. The carpenter.

(b) *The following words may be used to say what persons or things do; place a Noun³ before each.*

Cries. Howls. Walks. Plays. Fell. Neigh. Whistled. Sings. Sing. Sang. Sleeps. Slept. Rang. Flow. Fight. Sail. Grows. Cried. Bloom. Runs. Mews. Laughed. Soar. Swim. Shines. Dawns. Boils. Gallops. Buzz.

16. In Grammar a word used to tell what persons or things do is called a **Verb**.

17. Some Verbs may make complete sense when joined to Nouns; as, "The fire *burns*"; "The wind *roars*." (See other examples in Exercise 20.)

¹ See "Notes for Teachers," p. 163, Note 4.

² The word *the* is no part of the Noun.

³ The Noun may have *the* before it.

Other Verbs do not make complete sense when joined to Nouns. Thus, if some one says, "Walter *helps*," or "Tom *broke*," we ask, "Helps *whom*?" "Broke *what*?"

Exercise 22. — (a) *In the following sentences pick out the Verbs.*

1. Walter helps his father.
2. Tom broke a window.
3. Alice led the dog.
4. The servant sweeps the room.
5. Masons build walls.
6. The girl milks the cow.
7. The dog bit the beggar.
8. Artists paint pictures.
9. A poet writes poems.
10. The smith hammered the iron.
11. Horses draw carts.
12. The hounds caught the fox.
13. The gardener watered the flowers.
14. Miss Wilson sang a ballad.
15. The nurse carried the baby.

(b) *Fill in each blank in the following incomplete sentences with a Verb.*

1. Boys apples.
2. The dog the thief.
3. The woman a purse.
4. Edgar the ball.
5. The boy the lesson.
6. Tailors coats.
7. Bakers bread.
8. The servant a dish.
9. The hunter a tiger.
10. Mary the lamp.

18. The Verbs we have had tell of doing. But some words that do not tell of doing or acting are also Verbs. In the sentences "Be quiet," "Grass is green," *be* and *is* do not express doing; but they are used to tell something to or about a person or thing, and they are Verbs.

19. The different forms belonging to a Verb are called its "parts." These are some parts of the Verb *be*: *is*, *are*, *was*, *were*, *been*. Thus we say, The soldiers *are* ready, The children *were* absent.

Exercise 23. — (a) *In the following sentences pick out the parts of the Verb be.*

1. Mr. Lyons is a blacksmith.
2. The prisoners are guilty.
3. The man was a soldier.
4. Those birds were sparrows.

5. Homer was a poet. 6. The horse is dead. 7. The child is lame. 8. The sun was bright. 9. Paris is a city. 10. Washington was a general.

(b) *Fill in each of the following blanks with a part of the Verb be.*

1. The fruit ripe. 2. Sugar sweet. 3. Jackson our gardener. 4. The boys at school yesterday. 5. Ethel in Manchester last week. 6. Shakspeare a great poet. 7. Julius Cæsar a Roman general.

Learn

20. A Verb is a word used to tell something to or about a person or thing.

OBJECT AND ATTRIBUTE

21. When a Verb tells of doing it is often *followed* by a Noun showing *to* what person or thing the action is done. (See Exercise 22.) Thus in the sentence, "Mary obeys her mother," *obeys* tells what Mary does, and *mother* shows *whom* she obeys; and in the sentence, "Tom lost his hat," *lost* tells what Tom did, and *hat* shows *what* he lost.

22. In such a sentence, the name of the person or thing that an action is done to is called the **Object** of the Verb.

EXAMPLES OF OBJECTS

Parents love *children*.

Children obey *parents*.

Mice fear *cats*.

Horses munch *hay*.

Abraham had *faith*.

Tom missed *Fred*.

By noticing these sentences it will be seen that the Object can always be found by asking "Whom?" or "What?" *after* the Verb.

Exercise 24. — (a) *Pick out the Objects of the Verbs.*

1. Soldiers fight battles. 2. Mary minds the baby. 3. Job showed patience. 4. Moses possessed meekness. 5. Ravens fed Elijah. 6. Romulus founded Rome. 7. The horse draws the wagon. 8. Birds build nests. 9. Cats drink milk. 10. Dogs gnaw bones.

(b) *Pick out the Subjects and the Objects of the Verbs in Exercise 22.*

23. The parts of the Verb *be*, which do not tell of doing, usually do not make complete sense when joined to Nouns. If I say, "The boy *is*," "Jennie *was*," "The strangers *are*," you naturally ask, "Is, was, are, *what?*" The sense is complete if I say, "The boy *is* an Indian," "Jennie *was* afraid," "The strangers *are* sailors."

NOTE.—When, however, the Verb *be* is used with the meaning *exist*, it makes complete sense after a Noun. Thus when we hear the words "God *is*" (meaning "God exists or has being"), we do not expect any word to be added to finish the sentence.

24. In the sentences, "Cats are animals," "The dog is brave," the words *animals* and *brave* are used to complete the meaning of *are* and *is*.

25. A word used to complete the meaning of some part of the Verb *be* is called an **Attribute**. It may be a Noun, but very often is not a Noun.

EXAMPLES OF ATTRIBUTES

We were *afraid*.

Father is a *doctor*.

I was *sleepy*.

Albany is a *city*.

That boy is *John*.

The men are *strong*.

Exercise 25. — (a) *Pick out the Attributes in the following.*

1. Grass is green. 2. The stars are beautiful. 3. The paper is white. 4. Horses are animals. 5. The boy is a

mischief-maker. 6. The books were expensive. 7. Cows are quadrupeds. 8. Grammar is a study. 9. Mr. Brown is a book-keeper. 10. The piano is old.

Additional sentences, Exercise 23 (a).

(b) Fill the blanks in these sentences with Attributes.

1. Arithmetic is 2. Oranges are 3. Roses are 4. Abraham Lincoln was a 5. Your eyes are 6. That tree is a 7. Rowing is 8. Our dinner is 9. Lions are 10. Washington and Franklin were

26. Only a Verb that tells of doing or acting may have an Object. The Verb *be* cannot have an Object. If I say, "My father is a banker," I do not say he is *doing* anything, and *banker* is not an Object.

Exercise 26. — *(a) Say which words are Attributes and which are Objects in the following sentences.*

1. The stool is four-legged. 2. The lamp is new. 3. I eat sugar. 4. The picture is beautiful. 5. The boy found the apple. 6. John saw father. 7. We are ready. 8. The girl broke the dish. 9. John was the driver. 10. Henry saw the driver. 11. Books are useful. 12. The tailor is busy. 13. The tailor made the coat. 14. The basket was empty. 15. The boys emptied the basket. 16. The house is afire. 17. The Hudson is a river. 18. We saw the Hudson. 19. The plates are chinaware. 20. The girl smashed the chinaware.

(b) Fill the blanks in the following sentences with Objects or Attributes.

1. I see a 2. He was a 3. The men were all 4. John's father is a 5. I visited last week. 6. Henry bought some 7. This ink is 8. I want the 9. Give Mary her 10. Mary is than Ada.

(c) Pick out the Subjects in the sentences of group (a).

AUXILIARY OR HELPING VERBS

27. Some part of the Verb *be* is often used to help another Verb to tell of doing. The two words together form one Verb.

<i>Verb consisting of one word.</i>	<i>Verb consisting of two words.</i>
The horse <i>trots</i> .	The horse <i>is trotting</i> .
The snow <i>fell</i> fast.	The snow <i>was falling</i> fast.
Violets <i>grow</i> there.	Violets <i>are growing</i> there.

Exercise 27. — *Pick out the Verbs in the following sentences.*

The horse ate the hay.
Dr. Roush writes a letter.
The masons build a wall.

Henry learned his lesson.

The fishermen ate their dinner.

The traveler related his adventures.

The servant shuts the door.

The car went too fast.

The man beat the carpet.

The horse was eating the hay.
Dr. Roush is writing a letter.
The masons are building a wall.

Henry was learning his lesson.

The fishermen were eating their dinner.

The traveler was relating his adventures.

The servant is shutting the door.

The car was going too fast.

The man was beating the carpet.

28. Some of the parts of the Verb *have* are: *have, has, had*.

Exercise 28. — (a) *In the following sentences pick out the Verbs.*

1. The pony has a lame foot.
2. Each scholar has a pen.
3. The girls have necklaces.
4. The farmer had nine horses.

5. Those houses have large windows. 6. Each wife had seven sacks. 7. Frank has time enough.

(b) *Fill the following blanks with parts of the Verb have.*

1. Each girl an apple. 2. George a birthday yesterday. 3. The farmers too much rain last year. 4. September thirty days. 5. The little man a little gun. 6. The king a great army. 7. The men poor food.

29. (a) The Verb *have* is often used like the Verb *be* in helping another Verb.

<i>Verb consisting of one word.</i>	<i>Verb consisting of two words.</i>
Mr. Dobbs <i>sold</i> the picture. The child <i>lost</i> his way. Robert <i>broke</i> his knife.	Mr. Dobbs <i>has sold</i> the picture. The child <i>had lost</i> his way. Robert <i>has broken</i> his knife.

(b) The Verb *have* is used with the Verb *be*.

<i>Verb consisting of one word.</i>	<i>Verb consisting of two words.</i>
My uncle <i>was</i> in Boston. The men <i>were</i> in the street. The chair <i>was</i> white.	My uncle <i>has been</i> in Boston. The men <i>have been</i> in the street. The chair <i>has been</i> white.

Exercise 29. — *Pick out the Verbs in the following sentences.*

(a) 1. The boys helped the firemen.	The boys have helped the firemen.
2. The ink spoiled the dress.	The ink has spoiled the dress.
3. The tailor altered the coat.	The tailor has altered the coat.
4. The dogs chased a rabbit.	The dogs have chased a rabbit.
5. The lad walked to Boston.	The lad had walked to Boston.
6. We saw your aunt.	We have seen your aunt.

(b) 1. My mother was at home.	My mother has been at home.
2. Our cousins were here.	Our cousins have been here.
3. The horse was in the field.	The horse had been in the field.
4. The cows are lost.	The cows have been lost.
5. The river is very full.	The river has been very full.
6. The box was on the table.	The box has been on the table.

30. The Verb *have* and the Verb *be* are sometimes used together in helping another Verb; as, "Mary *has been reading*"; "The mowers *have been cutting* the hay"; "The butcher *had been buying* sheep."

Exercise 30. — *Pick out the Verbs in the following sentences.*

1. The sun has been shining. 2. The farmer has been looking at his corn. 3. The boys have been playing marbles. 4. The horse has been standing under a tree. 5. This man has been shooting rabbits. 6. The baby had been screaming. 7. Your father has been talking about you. 8. The mole-catchers have been setting traps. 9. Those two rough boys had been fighting. 10. The men had been working long.

31. The Verb *be* is often used in helping another Verb to tell *what is done* to some person or thing; as, "The window *was cracked* with a stone"; "The poor fellow's arm *is broken*"; "The tramps *were bitten* by the dogs."

32. In these, as in other cases, the Verb *have* may be used with the Verb *be*; thus, "The thief *has been caught*"; "The houses *have been sold*"; "The sugar *had been wasted*."

Exercise 31. — *Pick out the Verbs in the following sentences.*

1. Jack was kicked by the horse. 2. The letter was written by Tom. 3. Jane's apron is stained with ink. 4. The lion was shot by the hunters. 5. The girl was stung by a wasp.

6. The ink was spilled by the baby. 7. Two foxes were caught yesterday.

8. Jack has been kicked by the horse. 9. The letter has been written by Tom. 10. The bear has been killed. 11. Five of the boys have been stung by wasps. 12. The trees had been blown down. 13. The thief has been forgiven. 14. The books have been brought by William. 15. The paper has been torn to pieces.

33. The same thought may often be stated in two ways, thus :—

<i>With a Verb telling what a person or thing does.</i>	<i>With a Verb telling what is done to a person or thing.</i>
Marsh Brothers <i>made</i> this coat.	This coat <i>was made</i> by Marsh Brothers.
Mrs. Williams <i>invites</i> Jack to dinner.	Jack <i>is invited</i> to dinner by Mrs. Williams.
The expressman <i>brought</i> the trunks.	The trunks <i>were brought</i> by the expressman.
The doctor <i>has dressed</i> the wound.	The wound <i>has been dressed</i> by the doctor.
The children <i>have strung</i> the beads.	The beads <i>have been strung</i> by the children.

Exercise 32. — *Change the form of statement in the following sentences.*

a. 1. Uncle bought the wagon. 2. The mowers are cutting hay. 3. The masons have built a wall. 4. The cat has scratched the little girl. 5. The dog worried the cat. 6. The rat has eaten the malt. 7. The pigs ate the cabbages.

b. 8. The watch has been mended by the jeweler. 9. The boat was broken by the waves. 10. Light is given by the sun. 11. The pavements have been washed by the rain. 12. Silk and cloth are sold by merchants. 13. America was discovered by Columbus. 14. The medicine was prepared by the doctor. 15. The boys were overtaken by the carriage.

34. *Shall, should, will, and would* are used in helping other Verbs ; as, "I¹ *shall see* my father to-morrow"; "We¹ *should return* next week"; "The postman *will come* soon"; "The flowers *would wither* in the sun."

35. *Be and have* (either as helping words or as principal Verbs) may also be used with these helping words, thus:—

<i>Be and have as helping words.</i>	<i>Be and have as principal Verbs.</i>
I ¹ <i>shall be traveling</i> to-morrow.	I <i>shall be</i> in New York.
These chairs <i>will be sold</i> at the auction.	We <i>should be</i> early.
They <i>should have left</i> Chicago to-night.	They <i>will have</i> a treat then.
Sarah <i>will have found</i> her doll by that time.	The boy <i>would have</i> a dollar.

Exercise 33.—*Pick out the Verbs in the following sentences.*

a. 1. Mary will read the letter. 2. We shall buy that book. 3. I should eat the apple. 4. The landlord will sell two farms. 5. The mowers will finish by sunset. 6. We shall stay at Chicago. 7. Fred would like this book.

b. 8. Mrs. Harris will have been with her daughter a year. 9. The children would have been too early. 10. We should have been late. 11. This gardener will have some cherries. 12. I should be glad. 13. We shall have fine days now. 14. Tom will have a new coat to-morrow. 15. You should have a new hat.

c. 16. They should have gone yesterday. 17. I shall have finished the book by that time. 18. You will have learned your lesson. 19. They would have been too early. 20. We shall have had it a week.

¹ *I and we* and other words of the same kind will be taken up later. They are used like Nouns with Verbs.

36. *Do* and *did*, *may* and *might*, *can* and *could*, and *must* are used in helping other Verbs; as, "You *may* go now"; "I *could* read this all morning"; "We *must* go home."

37. *Be* and *have* may also be used with these helping words; as, "Do *be* quiet"; "I *must have* a book"; "It *may have been* my father"; "The work *could have been finished* by this time."

Exercise 34.—*Pick out the Verbs in the following sentences.*

1. You may tell that story. 2. Perhaps the farmer might lend his horse. 3. The roar of the sea might be heard five miles away. 4. Charles, you may bring me that apple. 5. He can sing very well. 6. This game can be played by three persons. 7. You must be ready at six o'clock. 8. I say I did return the money.

9. It may have been a robber. 10. These chairs should have been mended. 11. You must have talked too loudly. 12. This work could be completed to-morrow. 13. He must have been thought a crazy man. 14. You may have been thinking of what I had said. 15. Thou dost prefer the upright heart and pure. 16. I could have bought a new pencil. 17. John may have been going to your house.

38. Verbs that are used in helping other Verbs are called **Auxiliary** Verbs. An Auxiliary Verb, together with its principal Verb, is regarded as making simply one Verb.

39. The following are the Auxiliary Verbs: *be, have, do, shall, will, may, can, must* (and their parts).

40. *Do*, like *be* and *have*, may be used as a principal Verb; as, "I *do* all the work"; "He *did* good all his life"; "I *have done* that exercise"; "I assure you I *did do* it."

41. It often happens that when a Verb consists of two or more words the words do not follow one another immediately. Thus :—

<i>Sentence.</i>	<i>Verb.</i>
The bell is not ringing.	Is ringing.
Rain was already falling.	Was falling.
The carpenter was badly hurt.	Was hurt.
The fishermen have just landed.	Have landed.
My father has recently been in Washington.	Has been.
The boys have just been playing football.	Have been playing.
The lawn can be quickly watered.	Can be watered.

Exercise 35.¹—*Pick out the Verbs in the following sentences.*

1. Henry will soon arrive. 2. We shall never meet again. 3. Our name is no more heard there. 4. The foe was sullenly firing. 5. The man will certainly come again. 6. John has often written to us. 7. The girls were then playing indoors. 8. The porter was seriously injured. 9. The rider has very quickly returned. 10. Every jolly Jack will soon be coming back. 11. The sea is clearly seen from here. 12. The story was not believed. 13. Her friend has of late been much from home. 14. The birds were merrily singing. 15. The work was nearly finished. 16. The tired child is soundly sleeping now. 17. The wind was softly sighing. 18. The storm is fiercely raging. 19. The captain is greatly loved by his men. 20. The prisoner was cruelly treated. 21. The mother was very much pleased with the news. 22. The weather has lately been wet. 23. I can scarcely hear you. 24. I did not believe it. 25. You must certainly go.

42. When a question is asked, the words forming a Verb are often separated. Thus :—

¹ See "Notes for Teachers," p. 164, Note 5.

<i>Question.</i>	<i>Verb.</i>
Has Will had his breakfast?	Has had.
Have the cows been milked?	Have been milked.
Did you find my knife?	Did find.

Exercise 36.— *Pick out the Verbs.*

1. Is the horse getting well?
2. Has the baker been here?
3. Are the other people coming?
4. Were the pigs sold?
5. Have the men been digging potatoes?
6. Were those roses cut to-day?
7. Had the gentleman lost his hat?
8. Was the thief caught?
9. Is the water boiling?
10. Have the girls learned their poetry?
11. Has the window been broken?
12. Was the ship wrecked?
13. Can you stay for dinner?
14. Will those men be arrested?
15. Has the paper been lost?
16. Must the work be finished to-day?
17. Why should that schoolhouse not be built?
18. How could any one have known that?
19. When may the children be dismissed?
20. Will your father still be working to-morrow?

43. We have seen that, whether it tells of doing or of being, the Verb is always the word that makes the assertion or says something to or about the person or thing. A Verb of doing may say —

(1) What a person or thing does. (See Exercises 20 and 22.)

(2) What is done to a person or thing. (See paragraphs 31 and 33.)

The Verb *be* may —

(1) Say that a person or thing exists. (See paragraph 23, Note.)

(2) *Help*¹ to say something about a person or thing. (See paragraphs 23, 27, 31.)

¹ See "Notes for Teachers," p. 164, Note 6.

Exercise 37.—*In the following sentences pick out the Verbs.*

1. The clouds gather. 2. A storm threatens. 3. The clock ticks. 4. The knife cuts. 5. The tailor sews. 6. Roses bloom in June. 7. The gas burns brightly. 8. Annie arrived from Rome. 9. The cat scratched the baby. 10. The miller ground the corn. 11. Sleep is refreshing. 12. The Romans were good road makers. 13. The sailors are in a boat. 14. The butter was quite fresh. 15. The man was very old. 16. The farmer has a new plow. 17. The woman has had a letter from her son. 18. Cows have cloven hoofs. 19. Jack is having his dinner. 20. The king had three sons. 21. The birds are building in that tree. 22. The roses were scattered by the wind. 23. The carpet was beaten this morning. 24. The corn was ground by the miller. 25. The cheeses were eaten by mice. 26. That picture is much admired. 27. Snow had newly fallen. 28. Amelia is always reading. 29. Nelly had often driven the horse. 30. You could not have heard me. 31. Has Bob heard the news? 32. Is William coming to-day? 33. Were the goods sent home? 34. Must you go so soon? 35. When shall you return home? 36. How do you do?

37. A fox jumped up on a moonlight night;
The stars were shining and all things were bright.

38. When the rock was hid by the surge's swell
The mariners heard the warning bell.

39. Three wise men of Gotham
Went to sea in a bowl;
If the bowl had been stronger,
My story would have been longer.

40. Such a thing I could never have dreamed of. 41. Do you suppose John could have done this? 42. When shall we three be sitting here again? 43. I am told that the water has lately been getting muddier. 44. Had you thought the birds might have eaten the corn? 45. Might you not come, too?

WORDS USED BOTH AS NOUNS AND AS VERBS

44. Some words may be both Nouns and Verbs. To decide what one of these words is in any given case, consider how it is used.

(1) If it is the name of anything, it is a Noun.

(2) If it says something about or to any person or thing, it is a Verb.

Nouns.	Verbs.
He gave the mule a hard <i>blow</i> .	The winds <i>blow</i> .
The boy is bringing <i>water</i> .	The girls <i>water</i> the flowers.
He has known <i>want</i> .	We <i>want</i> some ink.

Exercise 38. — *Say whether each of the words printed in italics is a Noun or a Verb, and give the reason.*

1. There was much *waste*. 2. You *waste* the flour. 3. Dogs *bite*. 4. The *bark* of some dogs is worse than their *bite*. 5. The girls had a pleasant *ride*. 6. The girls *ride* well. 7. The *walk* was very enjoyable. 8. Old men *walk* slowly. 9. The laundress *irons* the shirt. 10. The sailor was put in *irons*. 11. William has too many *irons* in the fire. 12. Birds *fly*. 13. A *fly* is on the window. 14. Cruel drivers *whip* horses. 15. The driver has a new *whip*.

Exercise 39. — *Put each of the following words into two sentences, using it as a Noun in the first sentence, and as a Verb in the second.*

Work. Name. Harm. Wrong. Right. Salt. Blind.
 Steel. Hit. Pinch. Run. Love. Milk. Crowd. Shoe.
 Cover. Drink. Sleep. Guide. Call. Judge. Beat. Doubt.
 Dream. End. Report. Part. Leave. Stroke. Hate. Guard.
 Change. Stone. Act. Tread. Retreat. Look. Sup. Murder.
 Mark. Place. Plant. Hurt. Wish. Fear. Hope.
 Spray. Dance. Fire. Ruin. Sail. Paper. Butter.

KINDS OF SENTENCES

Read again paragraph 2.

- 45.** When we speak or write sentences, our purpose is
1. To tell or state something, as, "Apples are good."
 2. Or to ask a question, as, "Are you ready?"
 3. Or to express a command or a request, as, "Come here."

46. A sentence that makes a statement or assertion is called a **declarative** sentence. The sentence "John is coming" makes a statement.

Read again paragraphs 4 and 5.

47. There must always be a Verb in the Predicate of a sentence. In many sentences the Predicate is a Verb alone, but usually there are other words in the Predicate besides the Verb, perhaps an Object or an Attribute (see paragraphs 22 and 25).

Exercise 40. — *Pick out thus the Subjects and the Predicates of the sentences given in Exercises 20, 22, 23, 26, 30, 32, and 34.*

Sentence.	Subject.	Predicate.
Tom plays.	Tom	plays.
Walter helps his father.	Walter	helps his father.
Mr. Lyons is a blacksmith.	Mr. Lyons	is a blacksmith.
The letter was written by Ben.	The letter	was written by Ben.

48. The sentence "Is John coming?" asks a question. It is called, therefore, a questioning or **interrogative** sentence.

Notice the difference between the two sentences in each of the following pairs:—

<i>Stating or Declarative Sentence.</i>	<i>Questioning or Interrogative Sentence.</i>
Rain is falling.	Is rain falling?
Fred has arrived.	Has Fred arrived?
Frances should wait.	Should Frances wait?
Baby fell.	Did Baby fall?
Some birds can sing.	Can some birds sing?

Exercise 41.—(a) *Turn into interrogative sentences the declarative sentences given in Exercise 3, and the following.*

1. The knife is sharp. 2. Uncle has come. 3. School has begun. 4. Monkeys climb trees. 5. Richard came. 6. The man stood up. 7. The ink was spilt. 8. The rain has ceased. 9. The wheels can turn. 10. The fire might scorch it.

(b) *Turn the following interrogative sentences into declarative sentences.*

1. Is uncle here? 2. Did Mrs. Brown call? 3. Will father wait? 4. Did snow fall? 5. Did Jane hear? 6. Should scholars learn? 7. Must I buy the book? 8. Can he walk yet? 9. May Henry go with us? 10. Shall we have time?

49. In order to find the Subject and the Predicate of an interrogative sentence, turn it into a declarative sentence; thus:—

Question.—Is Fred expected?

Statement.—Fred is expected.

Verb—*is expected.* Who is expected?—*Fred.*

Subject—*Fred.*

Exercise 42.—*Pick out the Subjects and the Predicates of the sentences in Exercise 41, b, and the following.*

1. Are you coming? 2. Did John hear? 3. Was he sleeping? 4. Is she pleased? 5. Had night begun? 6. Has spring come? 7. Is mother returning? 8. Was Susan knitting? 9. Will Mr. Robinson sing? 10. Has the fire gone out?

Exercise 43.—*Tell whether the following sentences are declarative or interrogative, and pick out the Subjects and the Predicates.*

1. The watch has been broken. 2. Will the watch go? 3. Are these apples good? 4. Did you do this to-day? 5. The paste has become dry. 6. I am writing with black ink. 7. Can you play tennis? 8. I have just bought a new pencil. 9. The oranges have already been sold. 10. Will you have a seat?

50. In telling or asking a person to do a thing, we do not often mention his name; we say, for instance, "Come," or "Do come." We mean, "You come," "Do you come," but the *you* is left out, or *understood*.

Sometimes in poetry and in old English the understood word is *thou*, or *ye*.

51. A sentence expressing a command or a request is called an **imperative** sentence. We state the Subject and the Predicate of an imperative sentence thus:—

<i>Sentence</i>	<i>Subject.</i>	<i>Predicate.</i>
Come.	[You]	come.

You is put in brackets to show that it is *understood*.

Exercise 44.—*State the Subjects and the Predicates of the following imperative sentences.*

1. Listen.
2. Obey me.
3. Run quickly.
4. Halt at once.
5. Remember this.
6. Be ready.
7. Do be still.
8. Come ye to the waters.
9. Do thou likewise.
10. Come all.
11. Give me the ink.
12. Do not tell that to John.

Exercise 45.—*Tell whether the following sentences are declarative, interrogative, or imperative, and state the Subjects and the Predicates.*

1. Here is a box.
2. Hand me the cheese.
3. The plant is growing tall.
4. Was it planted lately?
5. The poplar tree has been blown down.
6. It should be chopped to pieces.
7. Will you bring an axe?
8. Bring the sharp axe.
9. Do you know this street?
10. You show me the way.
11. Would you have supposed it?
12. Might not William have a piece?

Additional sentences: Exercises 35, 36, 37.

52. When I say, "How beautiful this rose is!" I really make a statement, but it is an emphatic statement, or an exclamation. Such a sentence is called an **exclamatory sentence**.¹ We state the Subject and Predicate of an exclamatory sentence thus:—

<i>Sentence.</i>	<i>Subject.</i>	<i>Predicate.</i>
How beautiful this rose is!	This rose	is how beautiful.

Exercise 46.—*State the Subjects and the Predicates of the following exclamatory sentences.*

1. How tall you are!
2. What white teeth she has!
3. What a fine horse that is!
4. How good this apple is!

¹ Sometimes an imperative or an interrogative sentence may be exclamatory; as, "Hurry!" "Are you crazy!" But it is better to call such sentences simply imperative, or interrogative.

5. How I could hug you for that! 6. What strong fellows they are! 7. What large ears you have! 8. How bright your eyes are! 9. Such feathery snow it is! 10. You are so good to me!

ANALYSIS AND DIAGRAMING

Read again paragraph 47.

53. Every Predicate has a Subject, but not every Predicate contains an Object or an Attribute.

Take the sentence, "Mr. Perkins arrived yesterday." Now if we ask¹ "arrived *what?*" there is no answer; the question has no sense. Therefore this sentence contains no Object.

Exercise 47. — *Pick out the Verbs which have Objects.*

1. John is writing a letter. 2. The window has been broken. 3. The child was sleeping. 4. The cook made a pudding. 5. The fire is burning brightly. 6. The soldier was wounded in the arm. 7. The girl has found her father. 8. I am writing with ink. 9. She met her friend at the fair. 10. Mr. Jones lives in San Francisco.

54. The same Verb may have an Object in one sentence and no Object in another; thus:—

William is reading. "Is reading what?" No answer; therefore no Object.

William is reading a story. "Is reading what?" A story; therefore an Object, *story*.

Exercise 48. — *Pick out the sentences which contain Objects.*

1. Harriet is reading "Robinson Crusoe." Harriet is reading. 2. The sleet was beating against the window. The driver was beating his horse. 3. The waves broke on the shore. The postman broke his arm. Doctors formerly bled

¹ See paragraph 22, second part.

their patients. The wound bled freely. 5. Ellen is playing with her doll. Susan is playing the piano. 6. The wet ground is drying. The sun is drying the wet ground. 7. The fire was burning brightly. The fire was burning the carpet. 8. The horses are running. The horses are running a race.

55. We have learned two uses of the Verb *be*. The meaning of the Verb *be* may be completed by an Attribute, as in the sentences, "Oranges are *fruit*," "The apples were *ripe*." (See paragraph 25.) But the parts of the Verb *be* may be used merely to help some other Verb. (See paragraphs 27 and 31.) Thus, in the sentences, "The apples *were eaten*," "The boys *are coming*," *eaten* and *coming* are not Attributes, but parts of the Verb.

56. We must notice, therefore, when *be* is merely an Auxiliary or helping Verb,¹ and when it is a principal Verb followed by an Attribute.

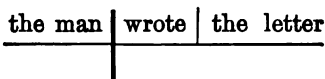
Exercise 49. — *Say when some part of be is used as an Auxiliary Verb, and when it is used as a principal Verb followed by an Attribute.*

1. The doctor was wrong. 2. The paste has been wasted. 3. The boys are singing a song. 4. The teacher has been writing. 5. The blackboard is clean. 6. The blackboard has been cleaned. 7. Has the book been lost? 8. Was the book expensive? 9. Be ready. 10. Be reading. 11. Could you have been right? 12. The men should have been arrested. 13. The women were sewing coats. 14. The toys are broken.

57. When we separate a sentence into its different parts, we are said to **analyze** the sentence. Thus, when in Exercises 40, 42, etc., we separated the Subjects from the Predicates, we analyzed the sentences. The parts or units that make up a sentence are called its **elements**.

¹ See paragraphs 38, 39.

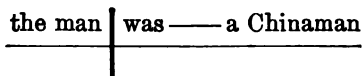
58. A good way to show the parts or elements of a sentence is to make a **diagram**¹ of it. Thus, the sentence, "The man wrote the letter" may be diagrammed: —



59. In making a diagram, always draw first a straight line, and above this write the Subject and the Predicate, separating them by a vertical line *crossing* the first line.

60. If the Verb in the Predicate has an Object, separate it from the Object by a light vertical line *not* crossing the horizontal line. If the Predicate consists of some part of the Verb *be* and an Attribute, separate the Verb and the Attribute by a dash; thus: —

Was the man a Chinaman ?



Exercise 50. — *Diagram the following sentences according to the directions just given.*

(a) 1. Horses gallop. 2. The boys are coming. 3. Are the clouds rising? 4. The dogs barked. 5. Was the chair broken? 6. The flag could have been seen. 7. The bananas should have been eaten.

(b) 8. John saw the doctor. 9. The fire burned the letter. 10. The lamp lights the room. 11. The girl sews a seam. 12. Did the boy have trouble? 13. Bring the ice-water. 14. Did the blacksmith shoe the horse?

(c) 15. The book is cheap. 16. Are the apples ripe? 17. Is John the boy? 18. Be quiet. 19. Are you sorry? 20. Have you been sick? 21. How tall you are!

¹ See "Notes for Teachers," p. 164, Note 7.

(d) 22. The air chilled the soldiers. 23. The day was cold. 24. The vase fell. 25. The boys were running. 26. The paper was yellow. 27. The *Times* is a newspaper. 28. Do you want a pen? 29. Hand the peaches. 30. Will you be ready?

Additional sentences: Those given or referred to in Exercises 40, 43, 45, 47, 48, 49.

REVIEW

Learn again

A Noun is a word used as the name of something.

Proper Nouns are the names of *particular* persons, animals, places, or things.

Common Nouns are the names of *kinds* of persons or things.

A Verb is a word used to tell something to or about a person or thing.

A Verb showing action may require an **Object** to complete its meaning.

The Verb *be* may require an **Attribute** to complete its meaning.

Verbs used in helping other Verbs are called **Auxiliary Verbs**. The following are the Auxiliary Verbs: *be, have, do, shall, will, may, can, must*, and their parts.

A Sentence is the statement of a thought in words.

Every Sentence has a **Subject** and a **Predicate**.

The Predicate is a Verb, or a Verb and other words, used in making the statement.

The Subject is the word or words denoting the person or thing spoken to or about in the Predicate. The Subject is found by asking *who?* or *what?* before the Predicate.

The Object (if any) or the Attribute (if any) is a part of the Predicate.

Sentences, according to their uses, are of *four kinds* : —

A **Declarative Sentence** is one that makes a statement or assertion.

An **Interrogative Sentence** is one that asks a question.

An **Imperative Sentence** is one that expresses a command or a request.

An **Exclamatory Sentence** is one that expresses an exclamation.

To **analyze** a Sentence is to separate it into its parts, as Subject and Predicate.

To **diagram** a Sentence is to write it in such a way as to show the grammatical relations of its parts (elements).

PERSONAL PRONOUNS

61. It would be tiresome to use the same Noun again and again when speaking of any person or thing. It would not sound well, for instance, to say:—

“Edward bought a book; Edward gave the book to Edward’s sister; when Edward gave the book to Edward’s sister, the sister thanked Edward.”

It is much better to say:—

“Edward bought a book; *he* gave *it* to *his* sister; when *he* gave *it* to *her*, *she* thanked *him*.”

Instead of saying

Ellen has lost Ellen’s hat.
Ed wanted the horse, but the horse was not in the horse’s stable.
Thomas saw the children. The children were in the garden; the children’s father had promised the children some fireworks.

We say

Ellen has lost *her* hat.
Ed wanted the horse, but *it* was not in *its* stable.
Thomas saw the children. *They* were in the garden; *their* father had promised *them* some fireworks.

Exercise 51.—*Pick out the words which are used instead of Nouns, and say for what Noun each is used.*

1. Mrs. Harris praised Ethel because she wrote so well.
2. Edith plucked a yellow rose and gave it to her mother.
3. Louise has seen Tom; she met him in the park.
4. Those dogs are well trained; they obey their master when he speaks to them.
5. Mr. Smith spoke to the boys as they were returning from their playground with their bats.
6. The chil-

dren said that the pony was theirs, but Edward said that it was his; while Jenny said that it was hers. 7. The servant has gone for bread; she will be back with it soon.

Exercise 52. — *Put other words for the Nouns where possible.*

1. Tom has muddied Tom's shoes. 2. The boys have lost the boys' ball. 3. Jane has dressed Jane's doll; the doll looks pretty now. 4. Frank has gone home because Frank heard that Frank's father wanted Frank. 5. The watchmaker mended the watch; the watchmaker found that the watch should have a new spring. 6. James has three pencils in James's hand; the pencils are James's. 7. The mother will let the mother's children play in the garden for a time; when the children's bed is ready the mother will call the children.

62. If Mr. Smith were *speaking* to Mr. Brown, he would not say, "Mr. Smith is looking for Mr. Smith's overcoat and Mr. Brown is looking for Mr. Brown's umbrella; Mr. Smith hopes that Mr. Smith and Mr. Brown will soon find Mr. Smith's and Mr. Brown's things." He would say, "*I* am looking for *my* overcoat, and *you* are looking for *your* umbrella; *I* hope that *we* shall soon find *our* things."

Instead of saying

There is Mr. Smith's;¹ will Mr. Brown hand it to Mr. Smith?
And here is Mr. Brown's; now let Mr. Smith and Mr. Brown go.

Mr. Smith would say

There is *mine*; will *you* hand it to *me*?
And here is *yours*; now let *us* go.

63. The person *speaking* does not use his own name, but says *I, my, mine, me*. When speaking of himself and others, he says *we, our, ours, us*. Instead of the name of the person *to whom* he is speaking, he says *you, your, yours*.

¹ See "Notes for Teachers," p. 164, Note 8.

Formerly *ye* was also used. Formerly, too, the person speaking used sometimes to say (as certain people sometimes say now) *thou, thy, thine, thee*, to the person spoken to.

Exercise 53. — *Pick out the words used instead of the names of the persons speaking or of the persons spoken to.*

1. We have been to church. 2. I am tired of reading. 3. Have you seen your brother to-day? 4. I met my sister in the town. 5. I like my new book; do you like yours? 6. My mother gave me a bat; ask yours to give you a ball. 7. The apple is mine. 8. We shall see our parents soon. 9. We had a letter from our uncle. 10. Our aunt is going to send us a pony. 11. Tom lives near us. 12. Nathan said unto David, "Thou art the man." 13. Except ye repent, ye shall all likewise perish. 14. That thy trust may be in the Lord I have made known to thee this day. 15. Our dog can run as fast as yours.

64. In *speaking* of James, Mary, or the dog, we do not say "James hurt James," "Mary hurt Mary," "The dog hurt the dog." We say instead "James hurt *himself*," "Mary hurt *herself*," "The dog hurt *itself*."

Similarly, we use instead of names or Nouns the words *myself, thyself, ourselves, yourself, yourselves, themselves*.

Exercise 54. — *Pick out the words used instead of names or Nouns.*

1. Henry bought himself a new bat. 2. The girl made herself a new apron. 3. The children made themselves late. 4. We enjoyed ourselves. 5. I gave myself a treat. 6. The monkey saw itself in the glass. 7. The ladies dressed themselves in their best clothes. 8. You can trust yourself to his care.

65. The words we have been picking out in these exercises are called **Personal Pronouns**. There are other kinds of Pronouns, which we shall learn about later.

Learn

66. A Pronoun¹ is a word used instead of a Noun.²

67. A Pronoun may be used as the Subject of a sentence; as, "You are my friend."

68. A Pronoun may be used as the Object of a Verb, or as an Attribute after the Verb *be*.

Pronoun as Object: "I saw *him*."

Pronoun as Attribute: "The speaker was *I*."

Exercise 55. — *Analyze the following sentences according to the method given in Exercise 40, or diagram them according to paragraphs 59, 60.*

1. I have hurt myself. 2. He was coming. 3. I am he.
4. Are you waiting? 5. I have caught you. 6. Was it you?
7. You should have seen me. 8. We were being questioned.
9. Have they been photographed? 10. Bring the milk.
11. Carry me. 12. Have the children tired themselves?

Exercise 56. — *Pick out the Pronouns.*

1. When Alfred called he brought you a letter from your cousin.
2. George, I found this hat in front of your house.
3. Susan has mended the dress her mother gave her. 4. The horse fell and grazed its knee. 5. Our parents love us.
6. We deceive ourselves. 7. Have you warmed yourself?
8. If you prick us, do we not bleed? 9. Philip talked about himself.
10. Mary says that she has finished her sewing.
11. The children had their dinner in the garden. 12. My son, if sinners entice thee, consent thou not.

13. Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?

¹ Latin *pro*, meaning *for*, *instead of*.

² See "Notes for Teachers," p. 164, Note 2.

14. If you have tears, prepare to shed them now.
 You all do know this mantle; I remember
 The first time ever Cæsar put it on;
 'Twas on a summer's evening in his tent,
 That day he overcame the Nervii.

Exercise 57. — *Put Pronouns instead of Nouns where possible.*

a. 1. The engineer broke the engineer's leg. 2. The lady missed the lady's watch; the lady had left the watch on the lady's table. 3. Mr. Jones invited the poor men that Mr. Jones might give the poor men a dinner. 4. The thief hid the thief behind a tree. 5. The gentleman mounted the gentleman's horse. 6. The merchants formed the merchants into a company. 7. The captain placed the captain at the head of the captain's men.

b. [NOTE. — Alfred is *speaking to* Edward in all the sentences of this group.] 1. Alfred met Alfred's mother with Edward's just now. 2. Alfred and Edward will see Alfred's and Edward's fathers in the park. 3. Alfred heard that Edward had cut Edward's finger. 4. Will Edward lend Alfred Edward's knife? 5. Alfred hit Alfred with Alfred's bat. 6. Did Edward hurt Edward when Edward fell?

Exercise 58. — *Pick out the Pronouns and the Verbs in the following sentences.*

NOTE. — The following are some more parts (see paragraph 19) of the Verb "be": *am, wilt be, art, wast, wert*. The following are some more parts of the Verb "have": *hast, hadst, wilt have* (see paragraph 28). These parts of "have" and the last four parts given of "be" are *rarely used* now, except in poetry and in addressing God in prayers.

1. I am thy father's ghost. 2. Thou wast not prepared. 3. If thou wilt be here in time, I shall be ready. 4. If thou wert in the town, I should go there. 5. Whence hadst thou the command? 6. Thou art a foolish fellow. 7. I am sorry for thee. 8. I shall be early, but thou wilt be late. 9. Thou wilt have no time to-morrow; to-day thou hast thy only chance. 10. Hadst thou been true, all had been well with thee.

NAMING THE PARTS OF SPEECH FOUND IN SENTENCES

69. The classes into which words are divided are called *Parts of Speech*. Nouns, Verbs, and Pronouns are three of these classes. In order to make up our minds which class a word belongs to we must notice what idea it expresses and what work it does in a sentence. Thus, in the sentence

*John broke his bat.*¹

		<i>Therefore it is</i>
John	is a word used as a name	a noun
broke	tells something about John (or tells what John did)	a verb
his	stands instead of <i>John</i>	a pronoun
bat	is a word used as the name of something	a noun

Windows have blinds.

		<i>Therefore it is</i>
windows	is a word used as the name of something	a noun
have	tells something about the window	a verb
blinds	is the name of what the windows have	a noun

We have lost ourselves.

		<i>Therefore it is</i>
we	is used instead of the names of persons	a pronoun
have lost	tells what we have done	a verb
ourselves	is used instead of the names of persons	a pronoun

¹ See "Notes for Teachers," p. 164, Note 10.

Exercise 59.—*Say, with reasons, what part of speech each word is in the following sentences.*

1. Job had patience. 2. He controlled himself. 3. It is you! 4. Father bought me flowers. 5. Frank hit his finger; he hurt it. 6. Dogs may bark. 7. Are you eating your dinner? 8. Give me ink. 9. Have fish eyelids? 10. Men should govern themselves. 11. John saw my father. 12. Apples are fruit; they have seeds. 13. Give John his knife. 14. Shall I bring my ball? 15. Your books should have been covered.

ADJECTIVES

70. In the sentence "John is a good boy," *good* shows the *kind* or *sort* of boy.

Exercise 60.—(a) *Pick out the words which show the kind of person or thing.*

1. Mary is a careful child. 2. The tall man struck his head in entering the low carriage. 3. Tom has a large box. 4. The friends went for a long walk. 5. Jack is a dull boy. 6. The black cow was in a large field. 7. Ripe apples grew in the old garden. 8. The green corn is waving in the gentle breeze. 9. The hot sun will ripen the sour fruit. 10. Walter made big blots on the clean page.

(b) *Put before each of the following Nouns a word showing the kind of person or thing; that is, showing size, color, shape, or other quality.*

Tree. Book. Boy. Man. Road. Toy. Knife. Bird. Grass. Clouds. Rose. Hands. Fire. Point. Girl. Soldier. Writer. Pen. Ink. Butter. Lake. Sea. Cliff.

Exercise 61.—*Pick out the words which show how many persons or things are spoken of.*

(a) 1. A man has one mouth, two eyes, and thirty-two teeth. 2. The hand has five fingers. 3. The landlord owns six houses, and each house has ten rooms. 4. The cat caught seven mice. 5. Thirty days hath September. 6. We eat three meals a day. 7. Twelve inches make one foot.

(b) 8. All men must die. 9. There were few cherries on the tree. 10. Have you any apples? 11. I have no apples. 12. The soldier was wounded in both legs. 13. Most dogs like

the water. 14. In the city are many mansions. 15. There are several ships in the harbor. 16. Some men were digging. 17. Most boys like baseball; some boys can play it well.

Exercise 62.—*Pick out the words which show how much.*

1. We have little money now. 2. There was much corn in Egypt. 3. Give me some bread. 4. Mr. Jones has more money than Mr. Brown, but less learning. 5. The thief made no noise. 6. The mason could not find any mortar. 7. I have lost some paper.

Exercise 63.—*Pick out the words which show of what rank or place in a series.*

1. December is the twelfth month of the year. 2. This is the last time I shall ask you. 3. Edward is the sixth boy in the fifth class; his sister is the first girl in the second class. 4. Our father returned on the twenty-fifth day of January. 5. The preacher's text was the ninth verse of the eighth chapter of the first Epistle to the Corinthians. 6. The general ordered every tenth man to be shot. 7. The second rainfall was on the eleventh day of the month.

71. Some words are used with Nouns to point out what person or thing is meant; as, "*this* man," "*that* woman," "*these* books," "*those* slates," "*yonder* house."

Exercise 64.—*Pick out the words which say what person or thing.*

1. That visitor forgot these books. 2. Will you give me that hoop for this knife? 3. Those hats were hanging on these pegs. 4. The old man lives in yonder cottage. 5. That dog bit this little girl. 6. These apples grew on those trees. 7. Yonder horse belongs to this man.

72. Words that show what kind or how many or how much we are speaking of are called **Adjectives**. Also a word that points out what particular person or thing we are speaking of is called an **Adjective**.

73. An Adjective that shows *what kind* of person or thing is meant is called an Adjective of Quality or a **Descriptive Adjective**; as, "*red ink.*" (See Exercise 60.)

74. An Adjective that tells *how much* or *how many* is called an Adjective of Quantity or a **Quantitative Adjective**; as, "*some apples,*" "*seven miles.*" (See Exercises 61, 62.)

75. An Adjective that tells *which one* or *ones* is called a **Demonstrative Adjective**; as, "*that book,*" "*second thoughts.*" (See Exercises 63, 64.)

Exercise 65.—*Pick out the Adjectives and say of what kind each is, and to what Noun each belongs.*

1. Each morn a thousand roses brings.
2. Old Mother Hubbard went to the cupboard.
To get her poor dog a bone.
3. She gave them some broth
Without any bread.
4. There was a fat man of Bombay,
Who was smoking, one sunshiny day.
5. All work and no play
Makes Jack a dull boy.
6. Down in a green and shady bed
A modest violet grew.
7. "I *will* have that mouse," said the elder son;
"You *won't* have that mouse," said the little one.
8. No mate, no comrade, Lucy knew;
She dwelt on a wide moor.
9. And every little wave had its night-cap on.
10. The last scene ends this strange eventful history.

76. The Adjectives *an* or *a* and *the* are often called **Articles**.¹

¹ See "Notes for Teachers," p. 164, Note 11.

An or *a* is used when we do not speak of any particular one. Thus, "I have *an* apple" (*some* apple); "I have *a* box" (*some* box). The Article *an* or *a* is therefore called the *Indefinite Article*.

The is used when we are speaking of some particular one; as, "I have *the* apple which Tom gave me." The Article *the* is called the *Definite Article*.

77. *An* is used

- (1) Before a vowel; as, "*an* acorn," "*an* umpire."
- (2) Before a silent *h*; as, "*an* hour," "*an* honest man."

A, the shortened form of *an*, is used

(1) Before a consonant; as, "*a* tree," "*a* wood," "*a* yelling crowd."

(2) Before any word beginning with a *ū* sound; as, "*a* European country," "*a* university."

Exercise 66. — *Put a or an before the following words:—*

Nut. Orange. Pear. Union. Universal. Useful. Hand.
 Hour. Honest. Heir. Humble. Ax. House. Home. Uni-
 versity. Umpire. Uniform. Umbrella. Yew. Hue. Cry.
 Hope. Unit. Unjust. Upas tree. Usurper. Book. Ewer.
 Ewe. Invalid. Irishman. Ox. Ear. Year. Oak. Yoke.
 Awl. Yawl. Yeast-cake.

Read again paragraph 25.

78. We have seen that the Attribute after the Verb *be* may be a Noun, as, "His father is a *sailor*;" or it may be a Pronoun, as, "It is *he*." The Attribute may also be an Adjective, as, "Uncle Henry is *kind*." The Attribute Adjective¹ describes or belongs to the Subject Noun or Pronoun, but it is a part of the Predicate.

¹ Or, as some call it, the Predicate Adjective.

79. An Adjective, therefore, does not always come *before* the Noun to which it belongs.

(a) The Adjective, when an Attribute, is separated from the Noun by a part of the Verb *be*; as, "Grass *is green*"; "Violets *ARE blue*"; "The child *WAS happy*"; "The day *WILL BE fine*"; "The weather *HAS BEEN wet*."

(b) The Adjective sometimes comes after the Noun, especially in poetry, even when the sentence contains no part of the Verb *be*; as,—

The keeper, *wearily* with watching, fell fast asleep.

An iceberg *tall* as a steeple came floating by.

Gave thee clothing of delight,
Softest clothing, *woolly, bright*.

Exercise 67.—*Pick out the Adjectives and say to which Noun each belongs.*

a. 1. The leaves are yellow. 2. The river was broad and deep. 3. The sun was bright. 4. Roses are red or white. 5. The day is cold and dark and dreary. 6. The girl's face was dirty. 7. The oranges were dear.

b. 8. The child had eyes as blue as violets. 9. Adam, now old and weak, was hardly able to walk. 10. Orlando, ever ready to help, supported the old man. 11. She appeared at last, with eyes red and dress untidy. 12. We came to a pool of water black as ink.

13. We sat within the farmhouse old,
Whose windows looking o'er the bay
Gave to the sea breeze, damp and cold,
An easy entrance, night and day.

14. There dwelt a miller, hale and bold,
Beside the River Dee.

15. The way was long, the wind was cold,
The minstrel was infirm and old;
His withered cheek and tresses gray
Seemed to have known a better day.

80. An Adjective may belong to a Pronoun, since a Pronoun is used instead of a Noun; as, "I am *sorry*"; "He is *unwise*"; "We are *glad*"; "You are *late*"; "They will be *kind*"; "*Unhappy* me!"

Exercise 68. — *Pick out the Adjectives and say to what Pronoun each belongs.*

1. I am hungry. 2. We shall be late. 3. He will be rich.
4. It is wild. 5. She is good. 6. She once was young and innocent.

7. And she was fair and very fair,
Her beauty made me glad.

81. A word which is generally a Noun may sometimes be used as an Adjective; as, "The *morning* sun"; "A *silver* cup"; "The *church* spire."

Exercise 69. — *Pick out the Adjectives and say to what Noun each belongs.*

1. Mr. Wilson is the city postmaster. 2. We sleep on a feather bed. 3. The herring fishery is carried on at Yarmouth. 4. The wedding guest he beat his breast. 5. The clergyman preached a funeral sermon.

6. The moon once round and full
Is now a silver boat.

7. And in the churchyard cottage I
Dwell near them with my mother.

Exercise 70. — (a) *Say whether the words printed in italics are Nouns or Adjectives.*

1. The cook melted the *fat*. What a *fat* pig! 2. Socrates was a *sage*. That was a *sage* remark. 3. The *savage* was a cannibal. The tiger is a *savage* beast. 4. The mistress will be *cross*. There was a *cross* on the grave. 5. That is a new *kind* of toy. Mary is *kind*. 6. A *last* is used by a shoemaker.

Tom is the *last* boy in the class. 7. There was a great *calm*. The day is *calm*. 8. That is the *second* time you have said you would be ready in a *second*.

(b) Put each of the following words into two sentences, using it as a Noun in the first sentence and as an Adjective in the second.

Fast. Spring. Brass. Copper. Iron. Tin. Stone. Oak. Mahogany. Straw. Bread. Good. Deep. Plain. Slate. Dinner. Blind. Hollow. Light. Salt. Silk. Linen. Cloth. Sound.

Exercise 71. — (a) Say whether the words printed in italics are Adjectives or Verbs.

1. Give me some of the *lean* meat. Do not *lean* against the glass. 2. The top of the table is *smooth*. Laundresses *smooth* shirts with an iron. 3. The farmer is going to *thin* his turnips. The farmer is not *thin*. 4. Your hands are *dirty*; do not *dirty* your face. 5. The silver is not *clean*; Jane will *clean* it. 6. Children *blunt* their knives by sharpening slate pencils. Their knives are *blunt*. 7. You are *idle*; it is wrong to *idle* your time away.

(b) Put each of the following words into two sentences, using it as a Verb in the first sentence and as an Adjective in the second.

Shut. Roast. Warm. Blind. Dry. Wet. Secure. Round. Steel. Salt. Right. Wrong. Better. Lame. Smart. Steep. Clear. Hollow. Humble. Left. Level. Lower. Light. Loose. Fast. Open. Slow. Sober. Sound. Sour. Steady.

82. When we say "Henry is tall," the word *tall* describes Henry; and when we speak of "brick houses" the Adjective *brick* describes the houses we are thinking of; but when we say "these men," or "two men," the words *these* and *two* do not describe or tell any quality,

but they *limit* the Noun *men*; that is, they tell what particular men are spoken of.

Adjectives tell, as we have seen, the *sort*, or the *number*, or *amount* of the persons or things which the Nouns (or Pronouns) represent; or else they point out *what* particular persons or things are meant.

Learn

83. An Adjective is a word used with a Noun (or a Pronoun) to describe or to limit that which the Noun denotes.

ADJUNCTS

84. Adjectives, since they are used with Nouns (or Pronouns) to limit or modify their meaning, are called **Modifiers** or **Adjuncts** of the Nouns.

85. In analyzing sentences we must tell what each Adjunct belongs to or modifies, and in diagramming sentences, we must place Adjuncts or Modifiers *under* the words they belong to. Thus, —

Old Tom was a poor negro.

Analysis: This is a declarative sentence. The subject is *old Tom* and the predicate *was a poor negro*. The subject noun *Tom* has the adjective adjunct *old*. The verb is *was*; *negro*, the attribute, has the adjective adjuncts, *a* and *poor*.

Diagram:

<i>Tom</i>	<i>was</i>	<i>negro</i>
<i>old</i>		<i>poor</i>
	<i>a</i>	

86. When a Pronoun belongs to a Noun, or tells *what* person or thing is meant, it is an Adjunct; as, “*my* sister,” “*your* coat,” “*his* shoes.” In a diagram such a Pronoun is treated as if it were an Adjective.

NOTE.— We must remember that when an Adjective is the Attribute after the Verb *be*, it is a part of the Predicate and belongs on the same line with the Verb. (Read again paragraphs 60 and 78.) Thus,—

Our black dog is dead.

	dog		is	—	dead
	black				
	our				

Exercise 72. — (a) *Analyze the following sentences according to the model given in paragraph 85.*

1. Those boys are working. 2. That hat is mine. 3. Our house is brown. 4. Red roses are beautiful. 5. Were you prompt? 6. The rain storm was violent. 7. Pass the corn cakes. 8. Do you like maple sirup? 9. The old red cow is dead. 10. All the manila paper has been lost. 11. Try my new pen. 12. Will you have some apple sauce? 13. This new ring is bright. 14. What a yellow sunset that is! 15. Those three old women were talking.

(b) *Diagram the above sentences according to the models given in paragraph 85.*

COMPARISON OF ADJECTIVES

87. If we were comparing three little girls, Emily, Alice, and Mary, we might say that Emily was *young*, Alice was *young-er*, and Mary was the *young-est*; or that Emily was *short*, Alice was *short-er*, and Mary was the *short-est*.

88. The three forms which Adjectives thus take when we are comparing are called the three **Degrees of Comparison**.

89. The simple form of the Adjective is called the **Positive Degree**.

The **Comparative Degree** is used when we are speaking of two persons or things.

It is contrary to this to say "The *bravest* boy" or "The *bravest* regiment" when we are speaking of only two boys or two regiments.

90. The **Superlative Degree** is used when we are speaking of three or more than three.

Examples

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Long	long-er	long-est
Smooth	smooth-er	smooth-est
Fine	fin-er	fin-est
Coarse	coars-er	coars-est
Pretty	pretti-er	pretti-est
Healthy	healthi-er	healthi-est
Big	bigg-er	bigg-est
Fat	fatt-er	fatt-est

91. A study of these examples will show (1) That the Comparative Degree is formed by adding *-er* and the Superlative Degree by adding *-est* to the Positive; (2) That sometimes the spelling of the Adjective is changed: —

(a) When the Adjective ends in *e*, the *e* is dropped; as, *fine*, *fin-er*, *fin-est*.

(b) When the Adjective ends in *y* after a consonant the *y* is changed into *i*; as, *pretty*, *pretti-er*, *pretti-est*.

(c) When the Adjective ends in a single consonant after a single vowel the consonant is doubled; as, *big*, *bigg-er*, *bigg-est*.

Exercise 73. — *Compare the following Adjectives.*

a. Hard. Warm. High. Grand. Bold. Brief. Gray.

b. Large. White. Nice. Blue. Wise. Hoarse.

c. Holy. Merry. Busy. Giddy. Greedy. Lovely. Stately. Lonely. Deadly. Brawny. Silly. Sprightly.

92. Second Method of Comparison. — The rule given for the comparison of Adjectives is true concerning words of one syllable and some words of two syllables. In other cases the idea of comparison is expressed by putting the word *more* before the Adjective, for the Comparative, and *most* for the Superlative. Thus we do not say —

	earnest	earnest-er	earnest-est
	beautiful	beautifull-er	beautifull-est
but	earnest	more earnest	most earnest
	beautiful	more beautiful	most beautiful

93. Some Adjectives are compared irregularly; as, —

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good, or well	better	best
bad, ill, or evil	worse	worst
little	less, ¹ lesser	least
many, or several ¹)	more	most
much, or some }		
late	{ later	latest
	{ latter	last
far	{ farther	farthest
	{ further	furthest

94. The meaning of some Adjectives is such that they cannot be compared. We cannot, for example, compare —

Adjectives that express number; as, *one, two, both.*

Demonstrative Adjectives; as, *this, that, all, third.*

Some Descriptive Adjectives; as, *chief, principal, dead, living, supreme, Greek, Roman.*

Exercise 74. — Compare the following Adjectives.

Busy. Ugly. Witty. Red. Slim. Thin. Sad. Glad. Hot.
Dim. Mad. Snug. Frail. Deep. Green. Black. Great.

¹ Note that *less* is the comparative of *little*, not of *few*. We should say "There were *fewer* than ten persons present," rather than "*less* than ten." Use *little* for quantity, *few* for number.

Proud. Clean. Vain. Small. Serene. Rude. Tame. True. Remote. Able. Happy. Balmy. Coy. Gay. Cruel. Prudent. Sensible. Dangerous. Virtuous. Ancient. Polite. Pleasant. Narrow. Noble. Expensive. Heavy. Early.

PARSING

95. When we tell the facts about a word—what part of speech it is, what its form and class are, and what is its relation to the other words in the sentence—we are said to **parse** the word.

EXAMPLES OF PARSING

James found his old gloves.

James is a proper noun, the subject of the verb *found*.

found is a verb; it has an object; its subject is *James*.

his is a pronoun; it stands for *James's*; it is an adjunct of the noun *gloves*.

old is a descriptive adjective, an adjunct of the noun *gloves*.

gloves is a common noun, the object of the verb *found*.

The hour must be later.

the is a definite article, an adjunct of the noun *hour*.

hour is a common noun, the subject of the verb *must be*.

must be is a verb; it takes an attribute; its subject is *hour*.

later is a descriptive adjective, in the comparative degree;

it is an attribute with the verb *must be*, and belongs to the subject *hour*.

Exercise 75. — (a) *Parse the words in the following sentences.*

1. These oranges are riper.
2. Bring some white paper.
3. I know this lesson.
4. Do you remember that afternoon?
5. The workman has found another place.
6. All men are mortal.
7. Have you heard those strange noises?
8. He will be a good student.
9. Some apples have been eaten.
10. Has Mr. Scott been kind?
11. This girl is my youngest sister; she has five oranges.
12. The Arabs are the more

courageous people. 13. What good times we had! 14. This flower is the earliest. 15. The Jews are a most faithful nation.

(b) *Diagram the above sentences, and those in Exercise 59.*

96. Adjectives are sometimes used without Nouns.

In some cases the mind at once supplies the Noun that is understood. Thus, if I say, "John is a tall man, but William is a *taller*," you at once add *man* to *taller*.

97. In other cases we do not need to add a Noun. If I say, "The *rich* do not know how the *poor* live," *rich* and *poor* are used as Nouns.

In parsing it is best to call such words "*Adjectives used as Nouns.*"

Exercise 76. — *Pick out the Adjectives used as Nouns.*

1. Blessed are the meek. 2. None but the brave deserve the fair. 3. Mr. Scott was always kind to the old and feeble. 4. The blind and the deaf should have our pity and our help. 5. The strong should aid the weak. 6. How are the mighty fallen! 7. The evil bow before the good, and the wicked at the gates of the righteous.

98. Some words that are usually Adjectives are sometimes Nouns. *Savage, Italian, and Christian* are Adjectives in *a savage country, an Italian city, a Christian act*; but they are Nouns in *a noble savage, the Italian's home, true Christians*.

ADVERBS

99. In the sentence "William arrived yesterday," the Verb is *arrived*, and *yesterday* shows *when* William arrived.

Exercise 77. — *Pick out the words used with Verbs to show when.*

1. I will call her again. 2. We lived in the country then. 3. Mr. Brown was formerly our neighbor. 4. My sister will come presently. 5. The children went to school immediately. 6. The fire was extinguished afterwards. 7. That friend was always faithful. 8. The soldier never returned. 9. I often saw him formerly, but he seldom comes now. 10. Mr. Watts sometimes visits us; he is coming to-morrow.

100. In the sentence "The boy stood here," *stood* is the Verb, and *here* shows *where* the boy stood.

Exercise 78. — *Pick out the words used with Verbs to show where.*

1. The hotel stood there. 2. They looked everywhere for the little girl, but found her nowhere. 3. The horse is yonder. 4. The policeman looked behind. 5. The regiment marched forth. 6. Go hence. 7. We looked before and after. 8. The sailor went below.

101. In the sentence "The river was running swiftly," *was running* is the Verb, and *swiftly* shows *how* the river was running.

Exercise 79. — *Pick out the words used with Verbs to show how.*

1. The bell rang loudly. 2. The birds are flying swiftly. 3. The soldier was badly wounded. 4. The fire is burning

brightly. 5. The boy held his hand thus. 6. The child can write well. 7. The storm was raging furiously. 8. Mary sings beautifully. 9. The tired traveler slept soundly. 10. The soldiers fought gallantly. 11. The girls sewed neatly. 12. The doctor dressed the hurt carefully. 13. Our uncle treated us kindly. 14. We heard the noise distinctly. 15. The wanderer was sadly thinking of home.

NOTE.—The fact that a word ends in *-ly* does not make it an Adverb. Thus, *kingly, leisurely, lively, jolly, courtly, lovely, kindly*, and other words in *-ly* are used as Adjectives, though *leisurely* and *kindly* may be Adverbs.

102. In the sentence "Your teacher was *greatly* pleased," *was pleased* is the Verb, and *greatly* shows *how much* the teacher was pleased.

103. In the sentence "I thrice presented him a kingly crown," *presented* is the Verb, and *thrice* shows *how many times* I presented the crown.

Exercise 80. — *Pick out the words used with Verbs to show how much or how many times.*

1. The man cared little, but his wife was much annoyed.
 2. The sick man has almost recovered. 3. We can scarcely see in this twilight. 4. The merchant was exceedingly annoyed.
 5. The boys enjoyed themselves thoroughly. 6. The customer was less pleased with the cloth than with the silk; she was least pleased with the calico. 7. The dress is quite finished and the hat is nearly finished. 8. The corn increased thirty-fold.
 9. I like the hat some, but my sister likes it more. 10. My mother likes it most of all.

104. Sometimes a word is used with a Verb to show how fully the speaker believes what the Verb tells; thus,—

John will *certainly* come.
 John will *not* come.
 John will *perhaps* come.

The speaker believes firmly.
 The speaker disbelieves.
 The speaker is doubtful.

Exercise 81. — *Pick out the words used with the Verbs to show how fully the speaker believes the statement.*

1. The fellow will certainly return. 2. She must surely know the truth. 3. Her story was strange, but it is undoubtedly true. 4. I say that I am unquestionably correct. 5. Truly he knows. 6. Truly he knows not. 7. Thou shalt surely die. 8. Probably your uncle can tell you. 9. Doubtless you are right. 10. Surely he will be late.

105. A word which is used with a Verb to show when, where, how, how much, or how many times, is called an **Adverb**.¹

106. A word which is used with a Verb to show how fully the speaker believes the statement is called an **Adverb**.

107. Adverbs are usually Adjuncts or Modifiers of Verbs; but some Adverbs are used to modify Adjectives or Adverbs. Thus:—

Jack is a dull boy.
 Jack is a very dull boy.
 Tom is a thoroughly brave boy.
 The story is quite true.
 The story is hardly true.
 I saw perhaps six men.

Adverb, modifying an Adjective.

	dull
very	dull
thoroughly	brave
quite	true
hardly	true
perhaps	six

Mary speaks loudly.
 Mary speaks too loudly.
 Mary speaks very loudly.
 Mary speaks loudly enough.

Adverb, modifying an Adverb.

	loudly
too	loudly
very	loudly
enough	loudly

¹ Latin, *ad*, to. *Ad-verb* therefore equals *to-verb*. The relation between the *Ad-verb* and the Verb is much like that between the *Ad-jective* and the Noun.

Exercise 82. — *Pick out the Adverbs used to modify —*

(a) *Adjectives;*

(b) *Adverbs.*

(a) 1. Tom is a very strong boy. 2. I felt sadly weary. 3. Arthur has an exceedingly large dog. 4. He seemed fully attentive to his work. 5. The friends went for a rather long walk. 6. Jack is a thoroughly good boy; his brother is far brighter. 7. The sun was terribly hot. 8. Nearly all dogs like the water. 9. Lead is much heavier than cork. 10. Too many cooks spoil the broth. 11. The corn is quite ripe. 12. How beautiful it is! 13. Almost all the apples are gone. 14. After my fall I am sore everywhere.

(b) 15. I know him very slightly. 16. James left rather late. 17. The child is much more happy now. 18. I am too much pleased to be able to express my pleasure quite clearly. 19. We felt very much obliged. 20. How brightly the moon shines. 21. You write too rapidly; you should write much more slowly. 22. The class should not sing so loudly.

Learn

108. An Adverb is a word used to modify a Verb, an Adjective, another Adverb, or a statement.

109. Adverbs that show *when* are called **Adverbs of Time**. (See Exercise 77.)

110. Adverbs that show *where* are called **Adverbs of Place**. (See Exercise 78.)

111. Adverbs that show *how* are called **Adverbs of Manner**. (See Exercise 79.)

112. Adverbs that show *how much* or *how many times* are called **Adverbs of Degree**. (See Exercise 80.)

113. Adverbs that show how fully the speaker believes the statement may also be regarded as **Adverbs of Degree**. (See Exercise 81.)

114. Some Adverbs are used to ask questions. These are called **Interrogative Adverbs** (of *Time, Place, Manner, Degree, or Cause*).

EXAMPLES

<i>When</i> will you return ?	<i>How</i> sick is the child ?
<i>Where</i> did you go ?	<i>Why</i> did he stay at home ?
<i>How</i> did you travel ?	<i>Wherein</i> have I done wrong ?

115. *Yes, yea, aye, no, and nay*, though never used with expressed Verbs, Adjectives, or Adverbs, are generally called Adverbs.¹

Exercise 83.—*Pick out the Adverbs, and tell of what kind each is.*

1. That answer is most foolish. 2. We buried him darkly. 3. Slowly and sadly we laid him down. 4. Grieve not, my child; chase all thy fears away. 5. I will obey willingly and gladly. 6. Let us go hence. 7. The blade springs upward, and the root strikes downward. 8. He will certainly come again. 9. Hereafter you shall know more. 10. The poor ye have with you always. 11. Never despair. 12. The workmen are paid weekly. 13. The man is hopelessly stupid. 14. The air is piercingly cold. 15. Your father will never consent. 16. They were imprisoned unjustly. 17. Everywhere the lanes are bordered by trees. 18. The ball fell yonder. 19. I never thought of it before. 20. Your sister cannot be here yet. 21. First he consented and then he would not consent. 22. The weather was unusually cold. 23. That advice is truly wise. 24. He was probably disappointed twice. 25. I am now much better; I hope to be quite strong very soon.

26. Rain, rain, go away,
Come again another day.

27. Oh! mother dear, we very much fear
That we have lost our mittens.

¹ See "Notes for Teachers," p. 165, Note 12.

28. The man in the moon
Came down too soon.

29. Up rose old Barbara Frietchie then.

30. But we steadfastly gazed on the face of the dead,
And we bitterly thought of the morrow.

31. Yes, I certainly think so. 32. Wherewith shall it be salted? 33. Why are you not ready? 34. Nay, nay, that can never be. 35. Where are you going, my pretty maid?

Exercise 84.—*Make sentences containing the following Adverbs.*

So. There. Hither. Hence. Lately. Often. Before. Once. Now. Soon. Seldom. Little. Scarcely. Much. Truly. Certainly. Thrice. Surely. Rightly. Why. Whence. Where.

COMPARISON OF ADVERBS

Read again paragraphs 87–92.

116. Some Adverbs admit of comparison; thus:—

<i>Positive Degree.</i>	We expect Fred to arrive <i>soon</i> .
<i>Comparative Degree.</i>	We expect Tom to arrive <i>sooner</i> .
<i>Superlative Degree.</i>	We expect Edward to arrive <i>soonest</i> .

117. Adverbs are compared like Adjectives.

Many Adverbs are formed from Adjectives, as *kindly*, from *kind*, *gently* from *gentle*. Such Adverbs are usually longer than the Adjectives from which they were formed, and Adverbs are therefore compared oftener by the use of the Adverbs *more* and *most* than Adjectives are.

118. Some Adverbs are compared irregularly, as:—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
well	better	best
badly, or ill	worse	worst
little	less	least

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
much, or some } somewhat }	more	most
late	later	{ latest last
far	{ farther further	farthest furthest
nigh, or near	nearer	next

The Adverb *rather* has no positive or superlative.

Exercise 85. — *Parse the words in the following sentences, thus: —*

Why are you going so soon?

why is an interrogative adverb of cause, and modifies the verb *are going*.

are going is a verb; it takes no object; its subject is *you*.

you is a personal pronoun, used as the subject of the verb *are going*.

so is an adverb of degree, and modifies the adverb *soon*.

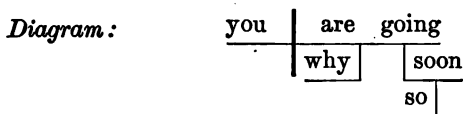
soon is an adverb of time, and modifies the verb *are going*.

1. My sister will come presently. 2. That friend was always faithful. 3. There he was quite safe. 4. Too many cooks spoil the broth. 5. Tom can run faster. 6. When did you see him last? 7. That drawing was done better. 8. He purposely spoke very loudly.

119. In analyzing sentences containing Adverbs, we must tell what each Adverb modifies; and in diagramming we must place each Adverb under the word it modifies; thus: —

Why are you going so soon?

Analysis: This is an interrogative sentence. The subject is *you*, and the predicate, *are going so soon why*. The verb is *are going*. It is modified by the adverbs *why* and *soon*. *Soon* is modified by the adverb *so*.



Exercise 86. — *Analyze and diagram the following sentences.*

1. Where did you get that box?
2. The sun will very soon come out again.
3. What very large teeth it has!
4. I am rather early.
5. I came earlier to-day.
6. Why were you so late yesterday?
7. When can you learn this lesson?
8. Give a very strong push.
9. Did you ever see such a rain?
10. I will work harder to-morrow.
11. How long have you been practicing?
12. You would better eat your dinner now.
13. How much greener the grass is!
14. This rain has lasted too long already.
15. Those two tables should be more highly polished.

PREPOSITIONS

- 120.** The book *on* the table is mine.
The book *under* the table is mine.
The book *behind* the table is mine.
The book *near* the table is mine.

Here each of the words *on*, *under*, *behind*, and *near* shows the relation between some book and the table. Such words are called **Prepositions**.

- 121.** We have traveled *in* Spain.
We have traveled *through* Germany.
We have traveled *over* India.

Here the Prepositions *in*, *through*, and *over* show the relation between the traveling and Spain, Germany, and India.

- 122.** This county is famous *for* its springs.
Cambridge is proud *of* its university.
The fruit is pleasant *to* the eye.

Here the Preposition *for* shows the relation between *famous* and *springs*; *of* shows the relation between *proud* and *university*; and *to* shows the relation between *pleasant* and *eye*.

123. In the first set of examples each Preposition stands between a Noun and a Noun; in the second set it stands between a Verb and a Noun; in the third set it stands between an Adjective and a Noun. Thus, whether the word before the Preposition be a Noun, a Verb, or an Adjective, the word following it is a Noun.

Prepositions may also be followed by Pronouns; as, "The man is *behind* me"; "His father arrived *with* him"; "I was sorry *for* them."

124. Here are further examples of Prepositions:—

Clinton became Governor *of* New York.

I shall be *with* you *at* noon.

The dog ran *after* the beggar.

The boy fell *off* the bridge.

The message came *from* her.

John is tall *for* his age.

He is good *at* football.

The sword *of* the soldier was *beside* him.

Exercise 87. — *Pick out the Prepositions, as in the examples just given.*

1. I see a light in the house. 2. The children stayed at Lakewood during the holidays. 3. The tree was struck by lightning. 4. The pupil was absent without leave. 5. The mother was thinking about the best food for her sick child. 6. The cow jumped over the moon. 7. The dish ran away with the spoon. 8. Look behind you. 9. The horse walked round the field. 10. The band was playing opposite the window. 11. Germany is beyond the ocean. 12. The top of the mountain is above the clouds. 13. He will not act against my wishes. 14. The owner of the mill is standing near the door, with an empty sack in his hand. 15. Are you fond of oranges?

Learn

125. A Preposition is a word placed before a Noun (or a Pronoun) to show the relation between the person or thing named and what is denoted by some other word in the sentence.

126. The Noun or Pronoun placed (usually) after a Preposition is called the *object* of the Preposition.

Exercise 88. — *Pick out the Prepositions and their objects.*

1. Monkeys live in trees. 2. Wee Willie Winkie runs through the town. 3. Old Mother Hubbard went to the cupboard. 4. A little cock sparrow sat on a tree. 5. Three mice went into a hole to spin. 6. Jack and Jill went up the hill. 7. The mouse ran up the clock. 8. Here we go round the mulberry bush. 9. He made them dance out of Scotland into France. 10. Tom ran crying down the street. 11. What shoes are made without leather? 12. We walked along the path toward the village. 13. The church stands among the trees. 14. The shepherd was amidst his flock. 15. We have been in Washington since Christmas, and shall stay till Easter.

127. Some words may be used either as Adverbs or as Prepositions; thus:—

As Adverbs.

Jack fell *down*.
Mary walked *in*.
The servant was standing
behind.
Come *in*.

As Prepositions.

Jack fell *down* the hill.
Mary walked *in* the garden.
The servant was standing
behind me.
Stay *in* the house.

128. Note: ¹—

(1) That when such a word is used as an Adverb it always goes with some Verb.² In the examples just given—

down goes with the Verb *fell*;
in goes with the Verb *walked*;
behind goes with the Verb *was standing*;
in goes with the Verb *come*.

¹ See "Notes for Teachers," p. 165, Note 13.

² The Adverbs which modify Adjectives or other Adverbs are not used as Prepositions.

(2) That when such a word is used as a Preposition it always has a Noun or a Pronoun following it. In the examples just given —

down is followed by the Noun *hill* ;
in is followed by the Noun *garden* ;
behind is followed by the Pronoun *me* ;
in is followed by the Noun *house*.

(3) That an Adverb can generally be moved by itself from one part of the sentence to another, but a Preposition can be moved only with its object following it. Thus we can say : —

He *often* comes to New York ;
 He comes *often* to New York ;
 He comes to New York *often* ; or
Often he comes to New York ;

but if we move *to*, we must move *New York* with it :

He *to New York* often comes ;
To New York he often comes.

Exercise 89. — (a) *Say of each word printed in italics whether it is an Adverb or a Preposition.*

1. Look *behind*. Who is *behind* you? 2. The child peeped *in*. The child was *in* the field. 3. Tom looked *around*. The dogs were *around* the house. 4. The groom was thrown *off* his horse. The groom was thrown *off*. 5. The spire is *above* the church. The spire points *above*. 6. He told me to walk *on*. He told me not to walk *on* the grass. 7. We went *up* and *down*. We went *up* and *down* the street. 8. The boatman rowed *across*. The boatman rowed *across* the harbor. 9. They went *along* the road. The ship glides *along*. 10. The boat was pushed *off*. I fell *off* the fence.

(b) *Use each of the following words in a sentence first as an Adverb and then as a Preposition.*

Near. By. Beneath. Before. Beside. About. Through. On. Up. Since. Beyond. After. Across. Under.

PHRASES

Read again paragraph 6.

129. The object of a Preposition may have Adjuncts of its own; as, "This is the shoe of a large man"; "We found ourselves in a very green meadow."

130. A Preposition with its object, and the Adjuncts, if any, forms a Phrase.

Exercise 90. — *Pick out the phrases in Exercises 87 and 88.*

131. If we say, —

"Sidney was a man of honor,"

the phrase *of honor* tells *what kind* of man Sidney was. The meaning is, "He was an honorable man." In other words, a phrase may do the work of an Adjective, and is then called an **Adjective Phrase**. Similarly, if we say, —

"He owns the house on the hill,"

the phrase *on the hill* tells *what* house, and is an Adjunct of the Noun *house*.

Exercise 91. — (a) *Pick out the Adjective Phrases, and say of what Nouns they are Adjuncts.*

1. Samson was a man of great strength. 2. This is ink of excellent quality. 3. I saw daisies without number. 4. The spring gives water of great purity. 5. It would be a sum beyond calculation. 6. She was the woman in white. 7. Have you read "The Man with the Iron Mask" ?

(b) *Where possible use Adjectives instead of the phrases in the sentences of this Exercise; thus, —*

(1) "Samson was a very strong man."

132. If we say,—

“The Browns live in the yellow house,”

the phrase *in the yellow house* tells *where* the Browns live, and therefore does the work of an Adverb, modifying the Verb *live*. In the sentence,—

“She came for her mother,”

the phrase *for her mother* tells *why* she came. In the same way phrases may show *when*, *how*, and in fact whatever Adverbs may show. (See paragraphs 109–114.) Such phrases are called **Adverbial Phrases**.

133. In the sentence,—

“John is taller by an inch,”

the phrase *by an inch* tells *how much* taller. Thus an Adverbial Phrase may modify an Adjective. Adverbial Phrases, like Adverbs, may also modify Adverbs; as, “This machine works better *in some respects*,” where the phrase modifies the Adverb *better*.

Exercise 92.—*Pick out the Adverbial Phrases, and tell what they modify.*

1. We walked over the hill.
2. I am thinking of home.
3. I threw the paper into the basket.
4. Are you weary of this book?
5. I gave that book to John.
6. The chair was broken across the back.
7. The books were lying on the table.
8. You are stronger in the arms.

Exercise 93.—*Use Adverbs instead of the Adverbial Phrases in the following.*

1. I ran with much speed (= I ran *swiftly*).
2. The cloud was dark on top.
3. You must be ready in a short time.
4. I feel in some degree encouraged.
5. You have described it with precision.
6. I said that for a purpose.
7. John spoke without thought.
8. Can you not come without delay?

134. The Attribute after the Verb *be* may be an Adjective (see paragraph 78), and since a phrase may do the work of an Adjective, a phrase may be used as an Attribute; as, —

“It was *of no use*” (that is, *useless*).

“The train is *behind time*” (that is, *late*).

Exercise 94. — *Pick out the phrases used as Attributes.*

1. That ticket is of no account. 2. John is of my age. 3. Are you in a hurry? 4. Be of good cheer. 5. The paper was of a pale yellow color. 6. You should be of the same mind. 7. I was without money.

135. If we say, —

“John is in the house,”

the phrase *in the house* answers the question *where*, and is therefore an Adverbial Phrase, not an Attribute, after the Verb *is*. The parts of the Verb *be* may be modified by Adverbial Phrases of Time, Place, etc.

Exercise 95. — *Tell which phrases are Adverbial and which are Attributes.*

(a) 1. I shall be there in an hour. 2. I am at home to-day. 3. Will you be here for a week? 4. Mary is in the kitchen. 5. I shall be at the corner. 6. Could you not be at Ellen's house? 7. Be at school early to-morrow.

(b) 8. You were certainly at fault. 9. I am of your opinion. 10. He is always on time. 11. Are you in earnest? 12. Are you in the bedroom? 13. I was at Albany then. 14. I am without friends in this city. 15. For that reason he is in a bad temper.

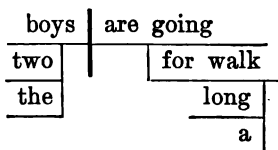
136. In analyzing sentences, we must tell of what kind each phrase is, and, if it is an Adjunct, tell what it modifies. In diagramming sentences, we must remember that a phrase is one element, hence the Preposition and its

object *must never be separated*. But if the object has Adjuncts, they should be shown as such. Thus:—

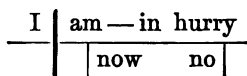
The two boys are going for a long walk.

Analysis: This is a declarative sentence. The subject is *the two boys*, and the predicate is *are going for a long walk*. The subject noun *boys* has the adjective adjuncts *the* and *two*. The verb is *are going*. It is modified by the adverbial phrase *for a long walk*. In this phrase the noun *walk* has the adjective adjuncts *a* and *long*.

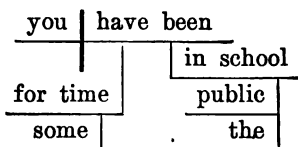
Diagrams:



I am in no hurry now.



Have you been in the public school for some time ?



Exercise 96. — (a) *Analyze the sentences in Exercises 91, 92, and 95.*

(b) *Diagram the following sentences.*

1. He has exalted them of low degree. 2. I see the lighthouse at Cape May distinctly. 3. This chair is comfortable for a tired person. 4. We are weary of that ugly sign. 5. The water of the ocean is very blue to-day. 6. Three ships are near the island. 7. How could they rest within their graves? 8. The spirit of your fathers shall start from every wave. 9. True ease in writing comes from art. 10. The sound should seem an echo to the sense.

137. (Read again paragraph 125.) In *parsing* a Preposition we must mention the object and the word to which the prepositional phrase is joined. Thus :—

The clock on the shelf is, in fact, out of order.

on is a preposition, showing the relation between its object *shelf* and the noun *clock*; the phrase *on the shelf* is an adjective phrase.

in is a preposition, showing the relation between its object *fact* and the verb *is*; the phrase *in fact* is an adverbial phrase.

out of is a preposition, showing the relation between its object *order* and the verb *is*; the phrase *out of order* is an Attribute.

Exercise 97.—*Parse the Prepositions in Exercises 93, 94, and 96, b.*

CONJUNCTIONS

138. Certain words are used to join —

(1) Other words; as : —

Alfred *or* William. He *and* she. Poor *but* honest.

(2) Phrases; as : —

In the house *and* in the garden. On sea *or* on shore.

(3) Statements; as : —

Tom has the measles, *and* Fred has the mumps.

Annie is bright, *but* her brother is a dunce.

Such words as *and*, *or*, *but*, being used to join, are called **Conjunctions**.

Learn

139. A **Conjunction** is a word used to join a word or group of words to another word or group of words.

140. These are some **Conjunctions** : —

(a) *and, also, likewise.*

(b) *but, yet, still, though, while, whereas, or, nor, either, neither.*

141. **Conjunctions** like those in list (a) join or add like elements, and are called **Copulative** or **Additive Conjunctions**.

142. **Conjunctions** like those in list (b) connect elements of unlike or opposite meanings, and are called **Disjunctive Conjunctions**.

Exercise 98. — *Pick out the Conjunctions, tell whether they are Copulative or Disjunctive, and tell what they join.*

1. Evan is tall and slender. 2. Charles was tired but awake. 3. The brother or the sister will pay you a visit. 4. Mary, also Harriet, arrived to-day. 5. A small but strong boy applied for the job. 6. I was excited yet uncertain. 7. Henry solved the problem, likewise John. 8. He was strong, though slender and tall.

143. Conjunctions sometimes go in pairs; as:—

We have had *both* sunshine *and* shower.

The butcher has *either* beef *or* mutton.

He has *neither* pork *nor* veal.

He plays *not only* baseball, *but also* tennis.

Exercise 99. — *Pick out the Conjunctions.*

1. Neither James nor his sister was at school this morning. 2. The fellow must surely be either deaf or stupid. 3. The same shot killed both rider and horse. 4. The king was weak both in body and in mind. 5. Neither my father nor I could swim. 6. I learned not only to-day's lesson, but to-morrow's. 7. I hardly knew whether to go ahead or to turn back. 8. He called John both a fool and a coward.

Exercise 100. — *Fill the blanks with Conjunctions, and tell what they join.*

1. Here are pen paper. 2. You are neither taller shorter than William. 3. Tell Edward Percy to go. 4. Mother wants either you Jack. 5. I cannot be both there here. 6. He has a weak body a strong will. 7. He is old still strong well.

SIMPLE AND COMPOUND SENTENCES

144. One Subject may have two or more Verbs; as, "We *shouted* and *waved* our arms." In such a case the sentence is said to have a **Compound Predicate**.

145. One Verb may have—

(a) Two or more Subjects; as, "*Henry* and *James* will go;" or

but ill. 9. I am ready for the journey or willing for anything. 10. I like peaches, but dislike plums. 11. I have my book, but no pencil. 12. Neither Henry nor his sister will be at home this afternoon. 13. The old man was still strong both in body and in mind. 14. Sarah has worked hard and faithfully. 15. The man was without hat or coat.

148. If a sentence has but *one* Subject and *one* Predicate, it is called a **Simple Sentence**. But the Subject or the Predicate of a simple sentence may be compound (see paragraphs 144, 145). All the sentences in Exercise 102 are simple sentences.

149. Conjunctions may connect not only words to words, or phrases to phrases, but *statements to statements*.

Thus, in the following sentences whole statements are joined together by Conjunctions :—

You may go, *but* I will stay.

Wide is the gate *and* broad is the way.

Do you prefer this ink *or* is that ink better?

150. When two or more statements *each containing a Subject and a Predicate* are joined by Copulative or Disjunctive Conjunctions,¹ the sentence is called a **Compound Sentence**.

EXAMPLES OF COMPOUND SENTENCES

One man spoke, *and* three men listened.

The flowers are cut, *but* they are not yet dead.

EXAMPLES OF SIMPLE SENTENCES

The story | was interesting.

I | have read this book and that one.

William and John | are of the same height.

You and I | should play and work together.

151. Remember that in a simple sentence either the Subject or the Predicate, or both, may be compound.

¹ See pars. 141, 142.

But a *sentence* is not compound unless it consists of *distinct statements* (called *members*) joined together by Copulative or Disjunctive Conjunctions.

Exercise 103. — (a) *Say which are simple sentences and which are compound sentences.*

1. The desk is old and shabby. 2. The books were scattered on the floor and in the closet. 3. His shoes and his clothes were in bad condition. 4. His shoes needed cleaning and his clothes should have been brushed. 5. He was tired and thirsty, but was not discouraged. 6. He was tired, but he was not discouraged. 7. The paper had been lost, but James soon found it. 8. The day is cold and dark and dreary. 9. It rains, and the wind is never weary. 10. Yesterday I was reading in an old book the story of Arthur and his Round Table.

(b) *Make five simple sentences and five compound sentences.*

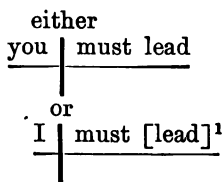
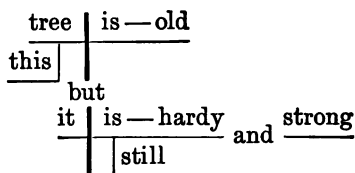
152. The statements in a compound sentence are each analyzed and diagramed the same as a simple sentence. The use of the Conjunction must be mentioned in the analysis and shown in the diagram. Thus:—

This tree is old, but it is still hardy and strong.

Analysis: This is a compound declarative sentence. The first member is *this tree is old* ; and the second member is *it is still hardy and strong*. The two members are joined by the conjunction *but*. In the first member the subject noun *tree* has the adjective adjunct *this*, and the predicate, *is old*, consists of the verb *is* and the attribute *old*. In the second member the subject is *it*, and the predicate, *is still hardy and strong*, consists of the verb *is* and the compound adjective attribute *hardy and strong*. *Is* is modified by the adverb *still*.

Diagrams:

Either you must lead or I must.



Exercise 104. — (a) *Analyze the sentences in Exercise 103.*

(b) *Diagram the following, and mark each sentence simple or compound.*

1. The umbrella is old but still whole. 2. Neither this man sinned nor his parents. 3. The workman finished his work and then went home. 4. He ran to the station but he missed the train. 5. William or his sister will be there. 6. I forget the beginning of the story but I remember the end. 7. It happened on Thursday or on Friday. 8. Troy was taken though Hector defended it.

9. Now there came both mist and snow,
And it grew wondrous cold.

10. The trees are Indian princes,
But soon they'll turn to ghosts.

¹ In diagrams, words that are "understood" are put in brackets.

INTERJECTIONS

153. Certain words which have no very clear meaning are used to show different kinds of feelings. Thus to show joy we say "Hurrah!" "Aha!"; to show sorrow we say "Ah!" "Alas!"; to call attention we say "Hey!" "Ho!" "Hollo!" These and similar words really form no part of the sentences in which they occur.

Exercise 105. — *Pick out the words which show some feeling.*

1. Aha! is it you? 2. Alas! poor Yorick. 3. Tush! never tell me that. 4. Well-a-day! it is but too true. 5. Tut, tut! that is all nonsense. 6. Hey! come here. 7. O for a falconer's voice! 8. Hurrah! our side has won. 9. Bravo! that was well done. 10. Fie! a soldier, and afraid! 11. Ah! the cowards. 12. Oh! what beautiful flowers.

Learn

154. An Interjection is a word thrown into a sentence to express some feeling.

Strictly speaking, the Interjection is no part of speech.

REVIEW

See also the Review on page 33.

We have now learned to know the eight kinds of words, or, as they are called, the *eight parts of speech*: Nouns, Verbs, Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections.

A **Noun** is a word used as the name of something.

A **Verb** is a word used to tell something to or about a person or thing.

A **Pronoun** is a word used instead of a Noun.

An **Adjective** is a word used with a Noun (or a Pronoun) to describe or to limit that which the Noun denotes.

An **Adverb** is a word used to modify a Verb, an Adjective, another Adverb, or a statement.

A **Preposition** is a word placed before a Noun, or a Pronoun, to show the relation between the person or thing named and what is denoted by some other word in the sentence.

A **Conjunction** is a word used to join a word or group of words to another word or group of words.

An **Interjection** is a word thrown into a sentence to express some feeling

Adjectives are **Descriptive** (showing *what kind*), **Quantitative** (showing *how much* or *how many*), or **Demonstrative** (showing *which one* or *ones*).

The Adjectives *an*, *a*, and *the* are called **Articles**. *An* or *a* is the Indefinite, and *the* the Definite Article.

The three **Degrees of Comparison** of Adjectives or Adverbs are the **Positive**, the **Comparative**, and the **Superlative**.

Adverbs are classified as of **Time**, **Place**, **Manner**, or **Degree**, Adverbs of **Assertion**, and **Interrogative** Adverbs.

A **Preposition** with its object (and the Adjuncts, if any) forms a **phrase**.

A **Phrase** may be an Adjunct of a Noun or Pronoun, and is then called an **Adjective Phrase**.

A **Phrase** may modify a Verb, an Adjective, an Adverb, or a statement, and is then called an **Adverbial Phrase**.

A **Phrase** may be an **Attribute** after the Verb *be*.

Conjunctions may be **Copulative** (such as *and*) or **Disjunctive** (such as *but, or*).

By the aid of Conjunctions we may have **Compound Predicates**, or **Compound Subjects, Objects, Attributes, or phrases**.

A **Simple Sentence** is one that has but one Subject and one Predicate, though either or both may be compound.

When statements, each containing a Subject and a Predicate, are joined by Copulative or Disjunctive Conjunctions the resulting sentence is called a **Compound Sentence**.

Parsing is telling the facts about the class and form of a word, and its relation to other words in the sentence.

Analysis is telling what the different parts (or elements) of a sentence are, and what the use of each part is, or its relation to the rest of the sentence.

Exercise 106. — *Say what part of speech each word printed in italics is.*

1. Farmers *till* the ground.
2. The miller *ground* the corn.
3. Stay *till* Sunday.
4. Look in the *till*.
5. Mary lives in a beautiful *place*.
6. *Place* the candle on the table.
7. The people *pay* taxes.
8. The king *taxes* the people.
9. The laborer's *pay* is small.
10. The laborer is worthy of his *hire*.
11. The farmers *hire* servants.
12. The *weather* is fine.
13. The ship can *weather* the storm.
14. *Ring* the bell.
15. Jane has a pretty *ring*.
16. There is a *fly* on the window.
17. Swallows *fly* very far.
18. Bob is a *fast* pony.
19. Bob runs *fast*.
20. The soldiers gave three *cheers*.
21. The father *cheers* his little boy.
22. The boy was *little* hurt.
23. Who can *calm* the stormy sea?
24. After the storm comes a *calm*.
25. The day was *calm*.
26. No man can *still* the waves.
27. The waves are *still*.
28. The waves are *still* raging.
29. Whisky is made in a *still*.
30. The children made a *snow* man.
31. There is *snow* on the *mountain*.
32. The *mountain*

air is keen. 33. The *summer* sun is warm. 34. The sun is warm in *summer*. 35. Shepherds *water* their flocks.

Exercise 107.—(a) *Say whether the following sentences are simple or compound.*

(b) *Diagram the sentences, or parse the words in them, as the teacher may direct.*

1. The days are cold, and the nights are long. 2. The kitten sleeps upon the hearth. 3. My little white kitten now wants her breakfast. 4. I was very young and foolish at that time. 5. The clouds are scudding across the moon. 6. We were crowded in the cabin. 7. Up rose old Barbara Frietchie then. 8. No useless coffin inclosed his breast. 9. Slowly and sadly we laid him down. 10. The dew was falling fast. 11. Hurrah! hurrah! a single field hath turned the chance of war. 12. Then we kissed the little maiden. 13. Dr. Johnson disliked actors and actresses, but he treated Mrs. Siddons with great politeness. 14. She called on him, and his servant could not readily find a chair. 15. "Everywhere you are much admired; near you no seats can be had."

VOICE, AND KINDS OF VERBS

ACTIVE AND PASSIVE VOICE

155. If Tom broke a window, there was an ACTION (breaking), Tom was the *doer* of the action, and a window was the *Object* of it ; in other words, it was to a window that the action was done.

156. A Verb when it has an Object is said to be in the **Active Voice**.

Exercise 108. — *Give the Voice of each Verb in Exercises 22 and 24.*

Read again paragraphs 31 and 33.

Work again Exercise 31.

157. In the sentence "Tom broke a window," the Noun *Tom* is the *Subject* of the Verb *broke*, and the Noun *window* is the *Object* of it.

In the sentence "A window was broken by Tom," the same fact is stated as before, but now the name of that which was the *Object* of the ACTION has become the *Subject* of the Verb, and the Verb is said to be in the **Passive Voice**.

Exercise 109. — *Give the Voice of each Verb.*

1. The grass was killed by the sun. 2. The purse was stolen yesterday. 3. All the wood has been burned. 4. The road will be mended next week. 5. The farm is well tilled. 6. The watch has just been cleaned. 7. The room has been

dusted carefully. 8. The curtain was torn by the kitten. 9. That house was built by my father; it will be sold next Monday. 10. The streets have been sprinkled to-day.

Additional sentences : Exercise 32.

TRANSITIVE VERBS

158. Verbs that express an action received by some person or thing are said to be **Transitive Verbs**; as, "I *broke* my pencil," "The thief *was caught*."

159. If the Verb is in the *Active Voice*, the receiver of the action is the *Object* of the Verb; but if the Verb is in the *Passive Voice*, the *Subject* is the receiver of the action.

Only Transitive Verbs have Voice.

Exercise 110. — *Pick out the Transitive Verbs and give the Voice of each.*

1. I am using the ink. 2. Pompeii was destroyed by an earthquake. 3. Grant gained many victories. 4. The fair was opened by the President. 5. We expect a good harvest. 6. The picture has been torn by the baby. 7. The storm frightened the passengers. 8. The first grade is taught by Miss Vincent. 9. The cuckoo was heard this morning. 10. The mother carried her child upstairs. 11. The prisoner has been caught. 12. The gamekeeper shot fifteen hares. 13. The baker has sold all his loaves. 14. The general was welcomed on his return. 15. Lillian wrote a long letter. 16. The joint will be cooked to-morrow. 17. The baby tore my sister's book. 18. By whom was the ink spilled? 19. The artist has painted a fine picture. 20. The cake is well made.

Exercise 111. — *In Exercises 109 and 110 change the form of the sentences so that the Verbs in the Active Voice are made Passive, and the Verbs in the Passive Voice are made Active.*

INTRANSITIVE VERBS

160. Verbs which are not Transitive are called **Intransitive.**

Read Exercise 20. All the Verbs in it are Intransitive.

Exercise 112. — *Pick out the Intransitive Verbs.*

1. The leaves fluttered to the ground. 2. The wind is roaring loudly. 3. The swallows twitter underneath the eaves. 4. The boy is bathing in the river. 5. My father came home yesterday. 6. The waves were dashing on the rocks. 7. The baby is sleeping soundly. 8. The dog ran after a rabbit.

Exercise 113. — *Say of each Verb whether it is Transitive or Intransitive, and give the Voice of each Transitive Verb.*

1. My father arrived yesterday. 2. The map was drawn by Arthur. 3. The boy is drawing a picture. 4. This dinner was badly cooked. 5. The butcher killed three bullocks. 6. The fire is blazing brightly. 7. The boat was moving swiftly. 8. The grass was cut yesterday. 9. The cat is sleeping in the sun. 10. Josie darned six pairs of stockings. 11. The roof has been repaired. 12. The little girl runs quickly. 13. Jack drowned three kittens. 14. Three kittens were drowned by Jack. 15. The ship will sail to-morrow.

161. A Verb may be Transitive in one sentence, and Intransitive in another; as:—

Transitive. George *is flying* a kite.

Intransitive. The crow *is flying*.

Exercise 114. — (a) *Say whether the Verbs are Transitive or Intransitive.*

1. The sun is melting the snow. 2. Who will answer for his behavior? 3. She answered the question. 4. The girl is singing. 5. She is singing an old ballad. 6. Baby woke. 7. Baby woke its nurse. 8. The man is beating carpets. 9. The rain is beating against the window. 10. The gardener

is burning weeds. 11. King Cole called for his fiddlers.
12. Mary called the cattle home. 13. The bell is ringing.
14. The sexton is ringing the bell. 15. The snow is melting.

Additional sentences : Exercise 48.

(b) *Put each Verb into two sentences, using it transitively in the first, and intransitively in the second.*

1. Is drawing. 2. Will return. 3. Are fighting. 4. Grows.
5. Can hear. 6. Can see. 7. Is cooking. 8. Is preaching.
9. Has finished. 10. Are beating.

COPULATIVE VERBS

Read again the explanations of the word Predicate, given in paragraphs 4 and 47.

162. In the sentence "The dog is barking," the Intransitive Verb by itself is the Predicate. In the sentence "The food has been eaten," the Transitive Verb *has been eaten* is by itself the Predicate. But a Transitive Verb *in the Active Voice* cannot by itself be the Predicate. We must have the Object also, to make a complete predication. Thus, the Predicate in the sentence, "I am using ink," is not *am using* alone, but *am using ink*.

163. *Read again paragraph 23 and Note.* The Verb *be* usually cannot by itself be the Predicate. Thus in the sentence "We were afraid," the Predicate is *were afraid*. The Verb *were* serves to link or join the Attribute¹ *afraid*

¹ See paragraph 25. Instead of Attribute some grammarians prefer the term Complement or Predicate Complement or Attribute Complement, just as some call the Object the Object Complement. The term Predicate Complement is inaccurate, because both the Object and the Attribute are Predicate Complements.

to the Subject *we*. In such a sentence *were* is called a **Copulative¹ Verb**.

164. Copulative Verbs express *no action*, but merely link an Attribute to the Subject. There are other Copulative Verbs, besides the Verb *be*.

EXAMPLES OF COPULATIVE VERBS

<i>Subject.</i>	<i>Predicate.</i>	
	Copulative Verb.	Attribute.
Mr. Cram	became	wealthy.
The day	grew	cloudy.
Hyacinths	smell	sweet.
John	remained	silent.
She	seemed	kind.
We	feel	happy.

165. In the sentence "Boston is a city," *city* is a *Noun Attribute*. In the sentence "Sugar tastes sweet," *sweet* is an *Adjective Attribute*.

Exercise 115. — *Pick out the Copulative Verbs and say in each case what is the Attribute.*

(a) 1. George is our errand boy. 2. That boy is he. 3. These buds will be pretty flowers. 4. Old King Cole was a merry old soul. 5. I am much in earnest. 6. Are you of the same opinion still? 7. I shall be glad of that.

Additional sentences : Exercise 25, a.

(b) 8. Henry became king. 9. The flowers appear dead. 10. The paint looks fresh. 11. The flowers smell sweet. 12. The water tastes warm. 13. The very houses seem asleep. 14. Man became a living soul. 15. The temptation proved irresistible. 16. He remained a poor man all his life. 17. You keep quiet. 18. The child seems no fool.

¹ Sweet uses the term "a link verb."

166. Sometimes a Verb is followed by an Adjective Attribute, and sometimes by an Adverb, according to the meaning of the Verb. Thus:—

The child smiles *sweetly*.
The child looks *strong*.

In the first sentence *sweetly* is an Adverb, because it shows *how* the child smiles; in the second sentence *strong* does not tell the way in which the child *does* anything, but describes the Subject (*child*), and is therefore an Attribute.

So, in the sentences, “He looks bad,” “He feels sick,” the words *bad* and *sick* are Adjective Attributes. But in the sentences,—

He is looking for the ball very *stupidly*,
The blind man feels *cautiously* along the pavement,

we have Adverbs of Manner, and the Verbs *is looking* and *feels* are not Copulative Verbs, but Intransitive Verbs showing *action*.

Exercise 116.—*Say which Verbs are followed by Attributes.*

1. Henry is sickly. 2. That dress becomes you well. 3. You are becoming more severe toward him. 4. He became an artist. 5. That boy will make a fine man some day. 6. I felt carefully along the wall. 7. I felt very ill. 8. You are looking fresh and rosy. 9. Did you look for it long? 10. The dog went mad, and ran wildly down the street.

VERBALS

PARTICIPLES

167. In the sentence

The man was wearing a black hat,
was wearing is, as we know, a Verb. But in the sentence

A man wearing a black hat passed by,
the Verb is *passed*. *Wearing* belongs to *man* like an Adjective, but it also does something of the work of a Verb because it shows us what the man is doing to the hat.

Similarly, in the sentence

The hat worn by the man was black,
hat is the Subject and *was* the Verb, while *worn* belongs to *hat* like an Adjective and also does something of the work of a Verb.

168. As the words *wearing* and *worn* thus *partake* of the nature of an Adjective and of a Verb, they are called **Participles**.¹

Exercise 117.—*Pick out the Participles in the following sentences, and tell from what Verb each Participle is derived.*

1. I saw a boy looking for you. 2. I found an old man working in his garden. 3. The waves dashing on the shore

¹ Participles come from Verbs, but they belong to Nouns or Pronouns, like Adjectives.

make a ceaseless roar. 4. I, being weary, sat down to rest. 5. Wishing you a pleasant summer, I am your friend Tom. 6. A house built upon the sands cannot stand. 7. He found us fishing from the rocks. 8. One fish, caught an hour before, was still alive. 9. We found a crab hiding under a stone. 10. A horse driven too far refuses to go.

169. Every Verb has two chief Participles, the **Present** and the **Perfect**.

170 The *Present¹ Participle* is always formed by adding *-ing* to the Verb; as, *work, work-ing; play, play-ing; read, read-ing*.

The spelling of the Verb is sometimes changed a little before the *-ing* is added.

(1) When a Verb ends in *e* after a consonant; the *e* is dropped; as *love, lov-ing; convince, convinc-ing; make, mak-ing*.

A Verb ending in *e* not after a consonant does not change; *hie, hie-ing; hoe, hoe-ing; see, see-ing*. Note, however, *die, dy-ing; lie, ly-ing*.

(2) When a Verb of one syllable ends in a single consonant with a single vowel before it, the consonant is doubled; as, *rob, robbing; sin, sinning; bud, budding*.

This rule also applies to Verbs of more than one syllable when the accent falls on the last syllable; as, *rebel, rebelling; commit, committing*.

Exercise 118. — *Write the Present Participles of—*

a. Drink. Sing. Wear. Tread. Beat. Break. Speak. Ring. Shrink. Spring. Blow. Grow. Know. Slay. Fly.

b. Strike. Drive. Give. Rise. Smite. Weave. Choose. Freeze. Shake. Stride. Thrive. Write. Take. Bite. Hide.

c. See. Flee. Shoe. Hoe. Hie. Eye. Agree. Dye.

¹ The word *Present*, in grammar, means, "showing action as going on now, at the present time." In the case of Verbals, however, the term *Present* is not strictly accurate.

d. Run. Cut. Hit. Knit. Put. Brag. Cram. Swim.
 Bid. Get. Win. Shed. Shut. Split. Beg. Bet. Blot.
 e. Acquit. Admit. Annul. Appall. Begin. Abet. Abhor.
 Aver. Bedim. Commit. Compel. Concur. Defer. Equip.
 f. Prefer. Collect. Fasten. Release. Model. Travel.
 Offer. Purchase. Annoy. Scatter. Revel. Tremble. Gather.
 Untie. Allege. Arrest. Defeat. Confer. Collate. Differ.
 Chatter.

Exercise 119.— *Pick out the Present Participles and say to what Noun or Pronoun each belongs.*

1. They caught the thief running from the house. 2. The boy speaking to my sister is Jack Adams. 3. The grass growing by the river is long and juicy. 4. The arrow, glancing off a tree, hit the king. 5. A hunter, shooting in the wood, found a badger.

6. And children coming home from school
 Look in at the open door.

7. And Tom ran crying down the street.

171. A Present Participle of a Transitive Verb takes an Object; as, "The boy *painting* the picture is my brother."

This is why the Present is sometimes called the Active Participle.

Exercise 120.— *Pick out the Present Participles and their Objects.*

1. The man reading the book was absent-minded. 2. My friends, expecting me, did not go out. 3. Do you see that little girl blowing bubbles? 4. The boys throwing snowballs hurt an old man. 5. The lady riding a bay horse is Miss Johnson. 6. The horses drawing the cart are thin. 7. The men mowing the hay are Mr. White's workmen.

8. Little Jack Horner sat in a corner
 Eating a Christmas pie.

172. A Participle of a Copulative Verb is followed by an Attribute; as, “*Seeming* already a MAN, this fellow is only a boy”; “The birds, *being* TIMID, are hard to find.”

173. The *Perfect¹ Participle* is formed in several ways. It is that part of the Verb used after *I have*; thus—

<i>Verb.</i>		<i>Perfect Participle.</i>
talk	I have	talk-ed
cry	I have	cri-ed
pray	I have	pray-ed
beg	I have	begg-ed
speak	I have	spok-en
write	I have	writt-en
grow	I have	grow-n
swear	I have	swor-n
begin	I have	beg-un
buy	I have	bought

Remember that the *I have* is no part of the Participle.

Exercise 121. — *Write the Perfect Participles of —*

Fly. Forget. Cling. Make. Go. Strike. Drive. Beat. Bloom. Start. Sail. Arrive. Open. Play. Call. Climb. Talk. Act. Plow. Live. Owe. Gaze. Lie. Lay. Flee.

Exercise 122. — *Pick out the Perfect Participles and say to what Noun or Pronoun each belongs.*

1. Children, taught by such a teacher, learn rapidly. 2. The task begun on Monday was very hard. 3. Seed dropped by the roadside sprang up. 4. The wild beast stopped amazed. 5. The army hemmed in on all sides surrendered. 6. The fox hidden behind some bushes hoped to escape the farmer's notice. 7. The signal, flashed along the coast, roused the sailors.

¹ The word *Perfect*, in grammar, means, “showing finished or completed (perfected) action.”

8. The wretch, centered all in self,
 Living shall forfeit fair renown,
 And doubly dying shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonored, and unsung.

PARTICIPIAL ADJECTIVES

174. Participles are often used as simple Adjectives, showing the kind of person or thing ; thus—

Present Participles used as Adjectives :—

“ A *loving* friend ” ; “ *blotting* paper.”

Perfect Participles used as Adjectives :—

“ A *printed* book ” ; “ a *broken* branch.”

When so used they stand *directly before their Nouns*, and being used to describe, they are called **Participial Adjectives**. They differ from other Adjectives only in the fact that they come from Verbs.

Exercise 123. — *Pick out the Participial Adjectives and tell from what Verbs they are derived.*

1. Who found the lost lamb? 2. It is of no use to cry over spilt milk. 3. This paper is white as newly fallen snow. 4. That is now a forgotten story. 5. We could not face the freezing wind. 6. The speaker was received with ringing cheers. 7. See the newly risen sun. 8. It was a hotly contested battle. 9. What a striking likeness! 10. John has closely clipped hair.

Exercise 124. — *In the following sentences pick out the Adjectives, the Participles, and the Participial Adjectives, and tell to what Noun or Pronoun each belongs.*

1. Have you ever had a broken arm? 2. The setting sun was now behind the distant hill. 3. That was a cutting reply.

4. The water, bubbling from beneath the rock, was a welcome sight to us tired travelers. 5. Rising rapidly into the air, the balloon was soon out of sight. 6. Discouraged and ashamed of himself, he tried to hide from those who knew him. 7. It is a well-situated house, standing on a small hill. 8. This is a most annoying occurrence. 9. My dog, watching my every movement, followed me with his limping trot.

Exercise 125. — *Pick out the Participles and say whether they are —*

- a. *Present* ;
- b. *Perfect* ;
- c. *Present used as Adjectives* ;
- d. *Perfect used as Adjectives*.

1. In an attitude imploring,
Hands upon his bosom crossed,
Wondering, worshiping, adoring,
Knelt the monk in rapture lost.
2. His withered cheek and tresses gray
Seemed to have known a better day.
The harp, his sole remaining joy,
Was carried by an orphan boy.
3. All day the low hung clouds
Have dropped their garnered fullness down.
4. Sweet Auburn, loveliest village of the plain,
Where health and plenty cheered the laboring swain,
Where smiling spring its earliest visit paid,
And parting summer's lingering blooms delayed.
5. With upraised eyes, as one inspired,
Pale Melancholy sat retired.
6. Something attempted, something done,
Has earned a night's repose.

INFINITIVES

175. In the sentences,

“ We like to sail,”

“ They wished to be paid at once,”

the expressions *to sail* and *to be paid* are not Verbs,¹ for they do not tell or assert anything ; they do not say any one sailed or any one was paid. But *to sail* and *to be paid* do something of the work of Verbs, because they express action or doing. Such verbal expressions are called **Infinitives.**²

In each of the following sentences there is only one assertion, and that is expressed by the Verb, not by the Infinitive : —

<i>Verb.</i>	<i>Infinitive.</i>
The boys <i>are going</i>	<i>to play</i> ball.
The teacher <i>intends</i>	<i>to give</i> a lesson.
The boy <i>hoped</i>	<i>to meet</i> his sister.
The child <i>seemed</i>	<i>to be</i> lost.

Exercise 126. — *Pick out the Verbs and the Infinitives in the following sentences.*

1. Do you wish to leave? 2. Jack is trying to catch the horse. 3. The father told his sons to listen. 4. The aunt has come to stay. 5. Little Will is learning to read. 6. The clerk is going to write a letter. 7. The traveler meant to return that way. 8. A sower went forth to sow. 9. The mowers have begun to cut the hay. 10. Robert intends to walk home. 11. Margaret had hoped to receive a prize.

¹ Read again paragraph 20.

² From the Latin *in*, meaning *not*, and *fnitum*, *bounded* or *limited*; the Infinitive is not limited, as Verbs are, to definite assertion, but it expresses a verbal idea in a general way.

12. The knight studied to please the king. 13. The horse wanted to get out. 14. Were the girls pleased to see their mother? 15. It is time to start.

176. Infinitives and Participles, since they are derived from Verbs, are called **Verbals**.

177. An Infinitive may, like a Verb, take an Object or an Attribute after it, or be modified by an Adverb. —
Examples :

- It is too warm to read a *book* (Object).
- The boy tries to be *good* (Adjective Attribute).
- The child is pretending to be a *horse* (Noun Attribute).
- You must learn to run *more swiftly* (Adverb).

USES OF INFINITIVES

178. An Infinitive may do the work of a Noun, being used as Subject, Attribute, or Object in a sentence, or as the object of a Preposition, thus : —

- As Subject.* *To read* is interesting.
 To obey is better than sacrifice.
- As Object.* That man means *to succeed*.
 I am learning *to ride*.
- As Attribute.* To die is but *to sleep*.
 That house is *to be sold*.
- As object of a } We are about to go.*
Preposition. } There is no way to get there except to walk.

Exercise 127. — *Pick out the Infinitives and say how they are used.*

- 1. The general tried to take the town. 2. He is to be shot.
- 3. To travel is to know the world. 4. You are to be praised for that.
- 5. The traveler promised to return. 6. I mean to write home.
- 7. The girl intends to call. 8. Do you know how to hold a pen?
- 9. The vessel is about to sail. 10. The

father hopes to meet his son. 11. The workman tries to **work**. 12. To err is human, to forgive [is] divine. 13. To move is to stir, and to be valiant is to stand. 14. Harry is beginning to learn Greek. 15. The poor mother refused to be comforted.

179. Besides taking the places of Nouns (as Subjects, Objects, etc.), Infinitives are frequently *used as Adjectives*, limiting Nouns; or *as Adverbs*.

Infinitives used as Adjectives:—

It is time *to go* (i.e. "going or leaving time").

He is a man *to honor* (i.e. "honorable man, or man worthy of honor").

We have the intention *to succeed* ("to succeed" tells what kind of intention).

Infinitives used as Adverbs:—

(a) *Modifying Verbs:—*

He called *to see* you (called *why?*).

(b) *Modifying Adjectives:—*

We were sorry *to part* (sorry *why?*).

(c) *Modifying Adverbs:—*

You are not tall enough *to reach* that. (*To reach* modifies the Adverb *enough*—enough for what?)

(d) *Modifying a statement:—*

He is, *to be sure*, a skillful oarsman. (*To be sure* modifies the whole statement.)

180. A subject of an Infinitive is sometimes expressed; as, —

They want *me to carry* the basket.

It is high time for *John to depart*.

In the first sentence *me* by itself is not the Object of *want* (they do not want *me*), but *me to carry the basket* is

the Object. In the second sentence, *John to depart* is the Object of the Preposition *for*. Parse *me* and *John* as subjects of the Infinitives.

181. An Infinitive with what belongs to it forms an Infinitive Phrase. — Examples :

I am learning *to ride a bicycle very well*.
 She wishes *us to be ready*.

182. In analyzing sentences containing Infinitives we must tell how each Infinitive is used, whether as Subject, or Object, or Adverbial Adjunct, etc.

We diagram sentences containing Infinitives, thus: —

(a) Infinitives used as Nouns (Subject, Object, Attribute, object of a Preposition).

To have a good time is to enjoy oneself.

to have	time	is —	to enjoy	oneself
good				
a				

I wanted to sing with them.

I	wanted	to sing
		with them

(b) Infinitives used as Adjective or Adverbial Adjuncts.

I have a right to see it.

He did it to annoy us.

I	have	right
a		to see it

he	did	it
		to annoy us

John is sure to be there.

John	is —	sure
		to be
		there

Exercise 128. — *Analyze and diagram the following sentences, and tell what each diagram shows about the Infinitives.*

1. It is time to be dismissed. 2. To fish is my favorite sport. 3. He is a man to depend upon. 4. We are apt to be mistaken. 5. I am going to swim. 6. Charles wants to leave now. 7. Why do you ask me to read? 8. Do you wish to have me with you? 9. When are we to have dinner? 10. I hope to be there. 11. I wonder to see you here. 12. What is to be done about it? 13. They were glad to see us. 14. The Davises are about to leave for the summer. 15. When are you to go?

183. All the Infinitives we have had so far are preceded by *to*. But some Verbs are followed by the Infinitive without *to*. The most common of these Verbs are the following: *bid, dare, help, let, make, need, please, see, watch, feel, hear.*

EXAMPLES

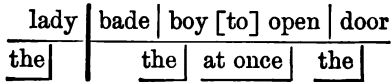
	Verb.	Infinitive.
Edward made the dog come in.	made	come
The colonel let the soldier go home.	let	go
I hear thee speak of a better land.	hear	speak
I dare do all that may become a man.	dare	do
The cobbler saw me mend the shoe.	saw	mend

Exercise 129. — *Pick out the Infinitives.*

1. Let me bring it. 2. The boys let the dog swim. 3. All the men saw him die. 4. Tom let his cousin see the nest. 5. Jack made his dog bark. 6. The people felt the house shake. 7. I heard the thunder roar. 8. The sick man bade them send for a doctor. 9. No one need fear this dog. 10. The king watched the knight attack his enemy. 11. The horse helped us stand against the current. 12. Will you let the baby try to walk?

184. In diagramming sentences containing Infinitives without the *to*, the word should be supplied, being placed in brackets to show it is understood. Thus : —

The lady bade the boy open the door at once.

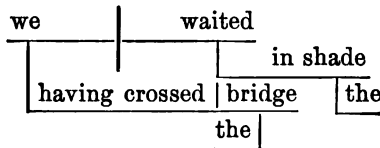


Exercise 130. — *Diagram the following sentences.*

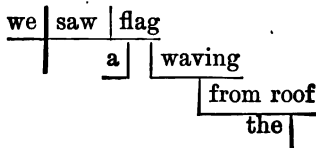
1. Who saw him die? 2. I heard Susie sing. 3. Let us haste away. 4. The keeper makes the lion obey. 5. You need not fear that danger any more. 6. You must watch me write this. 7. Few men dare face a furious bull. 8. Bid the servant come here. 9. I saw the merchant fall on the pavement. 10. Let us go home at once. 11. Will you help me mend this boat? 12. Mrs. Harris made the tramp come in and get some supper.

185. In analyzing or diagramming sentences containing Participles, treat the Participle as an Adjective Ad-junct. Thus : —

Having crossed the bridge we waited in the shade.



We saw a flag waving from the roof.



186. Parse Participles and Infinitives as follows: —

At length, broken in fortune, he was ready to resign.

broken is a perfect participle, from the verb *break*; it belongs to the pronoun *he*.

to resign is a present infinitive from the verb *resign*; it is used as an adverbial modifier of the adjective *ready*.

The general, already growing afraid, commanded the men to retreat.

growing is a present participle, from the verb *grow*; it belongs to the noun *general*.

to retreat is a present infinitive, from the verb *retreat*; with its subject *men* it is used as the object of the verb *commanded*.

Exercise 131. — *As the teacher may direct, parse the Participles and the Infinitives in the following, or diagram the sentences.*

1. They were certain to be beaten.
2. Tom ran crying down the street.
3. Much discouraged, I decided to return.
4. I was unable to find my way.
5. Having walked far, John sat down to rest.
6. The work was very difficult to understand.
7. Let me go now.
8. Are you willing to send him the desired contribution?
9. The letter, torn and defaced, could hardly be read.
10. Thinking it over, John wished to apologize.
11. We heard the train crash by.
12. A picture painted by Van Dyck was sold, bringing but a small price.
13. Having once been restored to health, people are apt to forget their illness.
14. I prefer to walk, being well rested now.
15. Tell me how to read it.

NUMBER, GENDER, AND CASE OF NOUNS

NUMBER

187. Notice the difference in form between each Noun in the first column and the corresponding Noun in the second column:—

<i>One hat.</i>	<i>Two hats.</i>	<i>One fox.</i>	<i>Two foxes.</i>
<i>One girl.</i>	<i>Two girls.</i>	<i>One topaz.</i>	<i>Two topazes.</i>
<i>One dog.</i>	<i>Two dogs.</i>	<i>One valley.</i>	<i>Two valleys.</i>
<i>One gas.</i>	<i>Two gases.</i>	<i>One lady.</i>	<i>Two ladies.</i>
<i>One brush.</i>	<i>Two brushes.</i>	<i>One knife.</i>	<i>Two knives.</i>
<i>One peach.</i>	<i>Two peaches.</i>	<i>One ox.</i>	<i>Two oxen.</i>

It will be seen that the forms of these Nouns change with the *number* of things spoken of. The form used when we are speaking of one thing—a *single* thing—is called the **Singular Number**; the form used when we are speaking of more than one is called the **Plural Number**.

188. The Plural Number is now most commonly formed by adding *s* to the Singular; as:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
cat	cats	book	books
table	tables	street	streets
chair	chairs	top	tops

Exercise 132.—*a. Give the Plural of—*

Window. Flower. Rose. Stone. Grocer. Letter. Basket.
Sob. Rock. Bud. Eye. Egg. Rook. Crow. Bird. Beast.

Fig. Pen. Cat. Pencil. Desk. Bottle. Picture. Board.
 Fire. Rug. Poker. Wall. House. Garden. Tree. Horse.
 Colt. Gate. Door.

b. Give twenty other nouns which form their Plurals by the addition of s to the Singular.

189. The Plural Number was once most commonly formed by adding *es* to the Singular. *Es* is still added to Nouns ending in *s*, *x*, *z*, *ch*, and *sh*; as:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
gas	gas-es	rush	rush-es
grass	grass-es	box	box-es
ditch	ditch-es	topaz	topaz-es

Exercise 133.—*Give the Plural of—*

Miss. Glass. Class. Omnibus. Leech. Breach. Witch.
 Hitch. Moss. Mass. Pass. Guess. Mess. Patch. Peach.
 Watch. Brooch. Coach. Bench. Wrench. Bush. Wish.
 Hash. Dish. Mesh. Blush. Brush. Tax. Buzz.

190. When the Singular Number ends in *y* following a vowel,¹ the Plural is formed by adding *s*; if the *y* does not follow a vowel, the Plural is formed by changing the *y* into *i* and adding *es*; as:—

Y FOLLOWING A VOWEL.		Y NOT FOLLOWING A VOWEL.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
valley	valleys	lady	ladies
key	keys	army	armies
boy	boys	daisy	daisies

Exercise 134.—*Give the Plural of—*

Beauty. Chimney. Body. Bay. Day. Toy. Journey.
 Ally. Alley. Abbey. Baby. Berry. Donkey. Copy. Essay.
 Dairy. Jockey. Monkey. Lily. Pulley. Puppy. Penny.
 Reply. Ruby. Gallery. Galley. Joy. Delay. Buoy.

¹ That is, *a*, *e*, *i*, *o*, or *u*.

191. A few Nouns form their Plural Numbers, not by adding *es* or *s*, but in other ways once more common than now:—

(1) By change of vowel; as:—

<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
man	men		goose	geese
woman	women		tooth	teeth
foot	feet		mouse	mice

(2) By adding *en*; as:—

<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
ox	oxen		child	children

Exercise 135.—(a) *Say what is the Number of each Noun.*

1. The top of the tree is full of birds. 2. There are thirty days in the month of September. 3. Quick believers need broad shoulders. 4. Foxes have holes, and the birds of the air have nests.

5. The days are cold, the nights are long,
The north wind sings a doleful song.

6. The clouds are scudding across the moon;
A misty light is on the sea;
The wind in the shrouds has a wintry tune,
And the foam is flying free.

(b) *Give the Plural of—*

Grass. Ditch. Moss. Army. Daisy. Baby. Donkey.
Board. Horse. Book. Bag. Shrub. Patch. Bush. Tax.
Valley. Lady. Chimney. Leaf. Calf. Wife. Hoof. Cliff.
Echo. Hero. Motto. Grotto. Englishman. Foot. Brother.

(c) *Give the Singular of—*

Gates. Boxes. Rushes. Topazes. Alleys. Allies. Journeys.
Gypsies. Cups. Spoons. Mats. Meadows. Hashes. Foxes.
Brooches. Watches. Shelves. Elves. Loaves. Roofs. Cargoes.
Negroes. Mosquitos. Geese. Teeth. Children. Mice. Brethren.

GENDER

192. All beings may be divided into three classes :—

- (1) Creatures of the male sex ;
- (2) Creatures of the female sex ;
- (3) Things without animal life.

Exercise 136.—*Say of each of the beings named here whether it is of the male sex, of the female sex, or without animal life.*

Book. Father. Window. Mother. Brother. Sister. Tree. Uncle. Aunt. Corn. Horse. Mare. Meadow. Bull. Cow. Milk. He-goat. She-goat. Man-servant. Maid-servant. Table. Iron. Stone. Lion. Lioness. Den. Desert. Man. Girl. Pen.

193. All Nouns may be divided into three classes corresponding to the three classes into which all beings may be divided. They are :—

- (1) Names of beings of the male sex ;
- (2) Names of beings of the female sex ; or
- (3) Names of things without animal life.

194. Each of these classes of names forms a *Gender*.

Names of beings of the male sex are Nouns of the **Masculine Gender**.

Names of beings of the female sex are Nouns of the **Feminine Gender**.

Names of things without animal life are Nouns of the **Neuter Gender**.

195. There are some Nouns which do not tell us whether the being named is male or female ; as, *parent, relative, friend, cousin, bird*. Such Nouns are said to be of **Common Gender**.

Exercise 137. — (a) *Give the Gender of each Noun.*

1. Sir Samuel Baker traveled in Africa. 2. Boys and girls come out to play. 3. The man left father, mother, brothers, sisters, and all other relatives, to travel in a far land.

4. As the husband is, the wife is, thou art mated with a clown,

And the grossness of his nature shall have weight to drag thee down.

5. So we made the women with their children go;
The oars ply back again, and yet again,
Whilst, inch by inch, the drowning ship sank low,
Still under steadfast men.

House. Animal. Nephew. Niece. Guardian. Sugar. Spice. Nurse. Eye. Doctor. Master. Mistress. Farm. Fowl. Bird. Carpenter. Servant. Attendant. Teacher. Baby. . Root. Plant. Mustard. Colt. Ox. Songstress. Seamstress. Hand.

(b) *Give the Genders of the following Pronouns.*

He. She. I. It. My. Thou. Mine. Me. Thy. Thine. Thee. His. Him. Hers. Its. We. Our. You. They. Them. Their. Theirs.

196. Notice carefully the following Masculines and the corresponding Feminines:—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
(1) father	mother	(2) lion	lion-ess
gentleman	lady	hero	hero-ine
son	daughter	executor	execu-trix
nephew	niece	count	count-ess
king	queen	shepherd	shepherd-ess
brother	sister	actor	actr-ess
uncle	aunt	master	mistr-ess
horse	mare	(3) man-servant	maid-servant
drake	duck	he-goat	she-goat

197. It will be seen —

(1) That the name of the female is sometimes an entirely different word from the name of the male.

(2) That the Feminine Noun is sometimes formed from the Masculine by a termination.

(3) That a Noun of Common Gender is sometimes made Masculine or Feminine by having a Masculine or Feminine word placed before it.

Exercise 138. — *Give the Feminines corresponding to —*

Bachelor. Duke. Wizard. Bull. Hunter. Emperor.
Bridegroom. Sorcerer. Negro. Abbot. Lord. Steer.
Husband. Murderer. Hero. Tiger.

NOMINATIVE CASE

198. Case means the use of a Noun or Pronoun with respect to other words in the sentence.

199. A Noun or a Pronoun used as the Subject of a Verb is in the **Nominative Case**.

Exercise 139. — *What Nouns or Pronouns in the following sentences are in the Nominative Case?*

(a) 1. The ink is red. 2. I broke the chair. 3. Horses die. 4. The sea is blue to-day. 5. It is deep. 6. We shall be there. 7. You may take the book. 8. The house was burned. 9. Winds are sometimes destructive. 10. They blow down houses. 11. She has brought the milk. 12. Father is speaking. 13. John has been ill. 14. The baby is learning to walk.

(b) 15. Is the book new? 16. Is this flower fragrant? 17. Are you going? 18. How strong is he? 19. May I go too? 20. Are they for me? 21. Are these apples sweet? 22. Do figs grow on trees? 23. Is she walking in the woods? 24. Is John here? 25. Have Mary and Edith come?

200. The Verb *be* or any other Copulative Verb (or Verbal) takes the *same* Case after it as before it.

201. Therefore, a Noun or a Pronoun used as the Attribute after any Copulative Verb, is in the Nominative Case. Thus in the sentence, —

I myself am he,

I, being the Subject, is in the Nominative Case ; and, as *am* is a Copulative Verb, *he* is also in the Nominative Case.

Exercise 140. — *Give the Case of the words printed in italics.*

1. We are good *friends*. 2. Nathan said unto David, "Thou art the *man*." 3. That is a *nightingale*. 4. Doctor Faustus was a good *man*. 5. I hope I shall be a *scholar* some day. 6. Art thou the traitor *angel* ? 7. Art thou *he* that should come ? 8. A *man* sévere he was. 9. Thus Leo became *Pope*. 10. The boy seems no *fool*. 11. What a big *boy* you are growing. 12. You look almost a *man* already. 13. He remained a *bachelor*. 14. Gradually the poor woman became an *invalid*. 15. She now appears a *woman* of sixty.

202. When a person (or thing) is called or addressed by name, the name is said to be in the **Nominative of Address** ; as, "Come to me, O ye *children*" ; "O *death*, where is thy sting ?"

Exercise 141. — *Parse the Nouns and Pronouns which are in the Nominative of Address.*

1. Where are you going, my pretty maid ? 2. In truth, fair Montague, I am too fond. 3. O grave, where is thy victory ? 4. I pray you, sire, to let me have the honor. 5. O night and darkness, ye are wondrous strong. 6. Exult, ye proud patricians. 7. Put on thy strength, O Zion.

203. In the following sentences, —

The sea being smoother, we went for a sail,
He being tired, we concluded to go,

the words *sea* and *he* are used with Participles, not as Subjects of Verbs, and are said to be in the **Nominative Absolute Case**.

204. When Nouns and Pronouns are used merely as *exclamations* they are also in the Nominative Absolute Case; as, “*Goodness!* how tired I am”; “*William!* what does he know about it?”

Exercise 142. — *Pick out the Nominative Absolute.*

1. The morning being clear, we started promptly. 2. Napoleon having been defeated, there was peace. 3. The storm having abated, the ships ventured to sail. 4. James leaving the country, William was made king. 5. Bruce lay down, his heart heavy with sorrow. 6. The soldiers charged, sword in hand. 7. The man listened, his face red with anger.

OBJECTIVE CASE

Read again paragraph 22; paragraph 171; paragraph 177.

205. The Object of a Transitive Verb (or Verbal¹) is in the **Objective Case**.

206. In parsing Nouns fully, we must state not only the kind of Noun, but the Gender, Number, Case, and the *reason* for the Case; thus, —

I saw the soldiers, but Nora did not see them.

soldiers is a common noun, masculine gender, plural number; objective case, because it is the object of the verb *saw*.

¹ See paragraph 176.

Nora is a proper noun, feminine gender, singular number; nominative case, because it is the subject of the verb *did see*.

Exercise 143.—*Parse the Nouns in the following sentences.*

1. Sarah washed every dish. 2. The firemen saved much property. 3. Little Fred loves his sister dearly. 4. That parrot whistles several tunes correctly. 5. Nellie met her young cousin there. 6. We saw the three children. 7. Some thief stole the best horse. 8. A clever policeman caught the artful thief. 9. The heavy rains beat the ripe barley down. 10. The gardener grows fine potato crops. 11. He won several valuable prizes. 12. The tall poppies lifted their gay heads proudly. 13. Crossing the brook, we found some daisies. 14. I tried to eat the food, but I could not endure the Chinese cooking. 15. You ought to have seen that boy. 16. He was trying to catch the train. 17. Turning the corner suddenly, I met my uncle. 18. Having read the book, I concluded to buy a copy. 19. I watched him catching the fish. 20. Let me try fishing a little.

Read again paragraph 126.

207. Prepositions as well as Transitive Verbs govern the Objective Case. The Objective Case is found by asking "Whom?" or "What?" after the Preposition; thus:—

Ellen is with her father

Preposition, *with*. With whom? Her *father*. *Father* is in the Objective Case, because it is the object of the Preposition *with*.

Exercise 144.—*Parse the Nouns in Exercise 88.*

208. Since the Verb **be** (or any other Copulative Verb or Verbal) takes the same Case after as before it (see

paragraph 200), the words *me* and *king* in the following sentences are in the Objective Case:—

Did you take him to be *me* ?

They wanted Canute to be their *king*.

They swore allegiance to Richard, now become *king*.

Exercise 145.—*In the following sentences pick out the Nouns that are in the Objective Case, and give the reason.*

1. I think him to be an honest man. 2. I want you to be a soldier. 3. Why do you desire him to become a lawyer? 4. Do you take him to be a better scholar than I? 5. Do you want him to be your errand boy? 6. Did you take me to be Harry? 7. Let me be the ringmaster.

Read again paragraph 180.

209. The subject of an Infinitive is in the Objective Case. Thus, in the sentence,—

She wished John to go,

John is in the Objective Case, because it is the subject of the Infinitive *to go*. (John is *not* the Object of the Verb *wished*. The infinitive phrase *John to go* is the Object, since it answers the question, *wished what?*)

Exercise 146.—*Parse the Nouns in the following, and in Exercise 129.*

1. I asked my mother to go with us. 2. She wished the boys to carry the basket. 3. The policeman made the boys climb off the cars. 4. The motion of the boat made my sister decide to go ashore. 5. The teacher compelled William to stay after school. 6. Our visitor requested father to read the book. 7. He made John read it.

210. Sometimes a Noun is placed after another Noun or after a Pronoun to show more clearly who or what is meant; as, "William the *Conqueror*," "Brown the *grocer*," "I your *father*." The Noun so placed is said to be in

Apposition to the other Noun or to the Pronoun, and is an Adjunct of it. (In analysis or diagraming, an Appositive must therefore be regarded as an Adjective Element.)

211. A Noun or Pronoun in Apposition has the same Case as the Noun or Pronoun it explains; as, “Mr. Perkins the *letter-carrier* is returning”; “Have you seen my boy *Tom* to-day?”

In the first sentence *Mr. Perkins* is in the Nominative Case, the Subject of *is returning*, and *letter-carrier* is therefore in the Nominative Case also.

In the second sentence *boy* is in the Objective Case, Object of the Verb *have seen*, and *Tom* is, by Apposition with *boy*, in the Objective Case also.

Exercise 147. — *Parse the Nouns in Apposition:* —

1. Mr. Wilson, the architect, is here. 2. William the Conqueror came from Normandy. 3. It was the lark, the herald of the morn. 4. I met the sheriff, Mr. Burgess, this morning. 5. I live in Boston, the capital of Massachusetts. 6. The children love their uncle, Mr. Holmes. 7. That is strange conduct for you, a boy sixteen years old. 8. I have been reading of Louis, king of France, the victim of the Revolution. 9. Give me two dollars, the price I told you. 10. Frank, the jockey, broke his leg.

11. But he, our gracious Master, kind as just,
Knowing our frame, remembers we are dust.

POSSESSIVE CASE

212. In the sentence “William lost John’s knife,” *John* is the name of the *possessor* (or owner), and *knife* is the name of the thing possessed (or owned).

213. Notice how the name of the possessor is written in the following examples: —

<i>Singular.</i>	<i>Plural.</i>
A <i>sparrow's</i> wings.	The <i>sparrows'</i> wings.
The <i>man's</i> hat.	The <i>men's</i> hats.

214. A Noun (or Pronoun) which is used so as to show by its form that something belongs to the person or thing denoted by it, is in the **Possessive Case**.

215. The Possessive Case of a Noun in the Singular Number is formed by adding an apostrophe (') and *s*; as, "The *bird's* wing," "The *boy's* shoe."

216. If the Noun in the Singular Number already ends in a hissing sound, the *s* of the Possessive is sometimes left out; as in "Moses' law," "Euripides' plays," "Socrates' questions," "For goodness' sake," "For conscience' sake," "In justice' cause."

217. When the Noun in the Plural ends in *s* the Possessive is shown by adding an apostrophe only; as, "*Birds'* wings," "*Boys'* games." When the Plural Noun does not end in *s*, an apostrophe and *s* are added; as, "*Men's* gloves," "*Children's* books."

Exercise 148. — (a) *Write the Possessive Case Singular of—*

John. Moses. Charles. Francis. Goose. Mr. Richards.
Conscience. Justice. Dickens. Mr. Jones. Mr. Johnson.

(b) *Write the Possessive Case Singular and Plural of—*
Boy. Lady. Baby. Gypsy. Monkey. Wife. Thief.
Negro. Hero. Man. Mouse. Child. Woman. Mistress.

Read again paragraph 86.

218. A Noun (or Pronoun) in the Possessive Case is an Adjunct of some other Noun, and is treated in analysis or diagramming the same way as any other Adjective Adjunct. A Noun in the Possessive Case is *parsed* thus:—

The boy's book is new.

boy's is a common noun, masculine gender, singular number, possessive case, an adjunct of *book*.

Exercise 149. — (a) *Pick out the Nouns in the Possessive Case and say of what Noun each is an Adjunct.*

1. The grocer's arm was broken. 2. We watched the eagle's flight. 3. The children's clothes are clean. 4. The police found the thieves' plunder hidden in the cellar. 5. The butchers' shops were all closed. 6. Samson tied foxes' tails together. 7. The farmer bought hay for his oxen's food. 8. For goodness' sake listen. 9. Mrs. Williams's dog is lost. 10. Moses' grave is unknown. 11. The vault was full of men's bones. 12. In this place ran Cassius' dagger through. 13. Peter's wife's mother lay sick of a fever. 14. This dog is a collie, while Charles's dog is a setter. 15. I am reading one of Dickens's novels.

(b) *Pick out the Pronouns in the Possessive Case and say what Noun each depends on.*

1. Have you seen my hat? 2. Hast thou found thy friend? 3. Tom has learned his lessons, but Jane has not learned hers. 4. The bird is in its nest. 5. We have found our mittens. 6. You have found your mittens. 7. The children were crying because they had lost their father.

(c) *Analyze and diagram the sentences given in this Exercise.*

REVIEW OF VERBS, VERBALS, AND NOUNS

See also the Review on page 78.

Verbs are either **Transitive** or **Intransitive**.

A **Transitive Verb** expresses an action received by some Object.

An **Intransitive Verb** shows a state of being, or an action which is not directed to an Object.

Transitive Verbs have two Voices, the **Active** and the **Passive**.

When the name of the *doer of the action* is the *Subject* of the Verb, the Verb is in the **Active Voice**.

A Verb in the Active Voice always has an Object.

When the name of the *object of the action* is the *Subject* of the Verb, the Verb is in the **Passive Voice**.

Some Intransitive Verbs are used to link the Subject and some Adjective or Noun. These Verbs are called **Copulative Verbs**, and the Adjective or Noun is called the **Attribute**.

The Attribute always describes or denotes the person or thing denoted by the Subject.

Verbals are words that are derived from Verbs and express action or being without asserting it. **Infinitives** and **Participles** are Verbals.

Participles are Present or Perfect.

Present Participles end with the syllable *-ing*.

Perfect Participles generally end in *n*, *t*, or *d*.

Participles are Adjuncts of Nouns or Pronouns. Participles may be modified by Adverbial Adjuncts. Transitive Verbs have both Active and Passive Participles, the former of which take an Object. A Participle of a Copulative Verb takes an Attribute. A Participle may be used as a simple descriptive Adjective, being then placed directly before its Noun.

Infinitives are Present or Perfect, and, if Transitive, are Active or Passive.

An Infinitive may be used as a Subject, an Object, an Attribute, an object of a Preposition (paragraph 178), or as an Adjective Adjunct, or an Adverbial Ad-

junct (paragraph 179), and it may have an Object or an Attribute of its own, and be modified by an Adverbial Adjunct (paragraph 177).

An Infinitive may have a subject Noun or Pronoun (paragraph 180).

The *to* of an Infinitive is omitted after certain Verbs (paragraph 183).

Nouns have **two Numbers**—the *Singular* and the *Plural*; the Singular Number is used when we are speaking of one, the Plural when we are speaking of more than one.

Nouns have **three Genders**—the Masculine, the Feminine, and the Neuter.

A Noun in the *Masculine* Gender is the name of a person or creature of the male sex.

A Noun in the *Feminine* Gender is the name of a person or creature of the female sex.

A Noun in the *Neuter* Gender is the name of something without animal life.

A Noun used as the name of a being that may be either male or female is said to be of *Common* Gender.

Nouns (and Pronouns) have **three Cases**—the Nominative, the Objective, and the Possessive.

The Case of a Noun (or Pronoun) depends upon its relation to some other word, as a Verb, a Preposition, or another Noun.

Nouns (or Pronouns) are in the **Nominative Case** when used:—

1. As the Subject of a Verb.

2. As the Attribute after a Copulative Verb (or after a Verbal preceded by a Noun or a Pronoun in the Nominative Case; see paragraph 200).

3. As the name of a person or thing addressed (Nominative of Address).
4. As a mere exclamation (Nominative Absolute).
5. Independently with a Participle (Nominative Absolute).
6. In Apposition with a Noun or Pronoun that is in the Nominative Case.

Nouns (or Pronouns) are in the **Objective Case** when used:—

1. As the Object of a Transitive Verb or Verbal.
2. As the Object of a Preposition.
3. As the Subject of an Infinitive.
4. As the Attribute after an Infinitive whose subject is expressed.
5. In Apposition with a Noun or a Pronoun that is in the Objective Case.

Nouns (or Pronouns) are in the **Possessive Case** when used so as to show by their form that something belongs to the person or thing denoted by them.

A Noun or a Pronoun in the Possessive Case is an **Adjective Adjunct** of some Noun.

KINDS OF PRONOUNS

PERSONAL PRONOUNS

Work again Exercises 51 and 53.

Exercise 150.—*Pick out the Pronouns; write those in the Nominative Case in one column, those in the Possessive Case in another column, and those in the Objective Case in another.*

1. He thinks I am here. 2. Your brother lent his knife to me. 3. We left our hats in the cloakroom. 4. Will you go with us to the park? 5. Jack is waiting in the playground; he wants you to go to him quickly. 6. Mary says that her sister is ill; she caught cold on Friday. 7. The doctor saw her this morning. 8. The dog has hurt its foot; a wheel passed over it. 9. The travelers tried to cross the river, but the swollen waters carried them away, and they lost their lives. 10. That book is interesting; it is full of stories of adventure. 11. If sinners entice thee, consent thou not. 12. Keep thy father's commandments. 13. Ye are the salt of the earth. 14. If thine eye offend thee, pluck it out. 15. The baby was playing with its sister, while their father sat by them, reading his newspaper. 16. Mother says for us to cut these pictures out and paste them in our scrapbook.

219. A Noun in the Possessive Case is almost always followed by another Noun, expressed or understood, but a Pronoun in the Possessive Case is not always followed by a Noun.

Exercise 151.—*Pick out the Pronouns in the Possessive Case.*

1. This book is mine; where is yours? 2. There is a porch to Mr. Roberts's house, but there is no porch to ours. 3. The thief said that the purse was his, but the lady knew that it was hers. 4. The brothers thought that James's prize was better than theirs. 5. Give me that heart, Castara, for 'tis thine.

220. In the first sentence of Exercise 151 *yours* means *your book*; in the second, *ours* means *our house*. Parse *yours* as Possessive in form, but used as the Subject of *is*; parse *ours* as Possessive in form, but used as the Object of *to*.

221. The Pronouns which are used when *a person is speaking of himself*, or of himself and others, are said to be of the **First Person**; as, "*I* went with *my* brother to Denver; *our* father met *us* at the station and *we* went with him to the hotel;" "Here is a lead-pencil; *I* brought *mine* with *me*."

222. The Pronouns which are used for the person or persons *spoken to* are said to be of the **Second Person**; as, "I told *you*, Charles, which one was *yours*; do *you* not remember?" "Hast *thou* *thy* pistol with *thee*?"

223. The Pronouns used for persons or things *spoken about*, but not spoken to, are said to be of the **Third Person**; as, "I met Tom and Mary; *he* was taking *his* father's horse to *its* stable; *she* was calling *their* fowls together to give *them* the food which *she* had in *her* apron."

Exercise 152.—*Say of what Person each Pronoun in Exercises 150 and 151 is.*

TABLE OF PERSONAL PRONOUNS

SINGULAR NUMBER

	<i>First Person</i>	<i>Second Person</i>	<i>Third Person</i>		
	All Genders	All Genders	Masculine Gender	Feminine Gender	Neuter Gender
<i>Nominative Case</i>	I	you (thou)	he	she	it
<i>Possessive Case</i>	my, mine	your, yours (thy, thine)	his	her, hers	its
<i>Objective Case</i>	me	you (thee)	him	her	it

PLURAL NUMBER (*All Genders*)

	<i>First Person</i>	<i>Second Person</i>	<i>Third Person</i>
	<i>Nominative Case</i>	we	you (ye)
<i>Possessive Case</i>	our, ours	your, yours	their, theirs
<i>Objective Case</i>	us	you	them

Note that the Pronouns *hers*, *its*, *ours*, *yours*, and *theirs* have no apostrophe.

224. In the sentences, —

“Your *mother* said *she* could not go,”

“*Uncle George*, how soon will *you* be ready?”

mother is called the **Antecedent** of *she*, and *Uncle George* the Antecedent of *you*. The Antecedent of a Pronoun is the Noun for which the Pronoun stands.

225. A Pronoun *agrees with its Antecedent* in Person, Number, and Gender; but its *Case depends on its use in the sentence.* (See the Review of Case, page 115.)

226. In Parsing a Personal Pronoun, say first what it is, then give its Person, Number, and Gender, name its Antecedent if any is expressed, finally give the Case of the Pronoun and the reason for its Case.

Thus, in the sentence, "My brother says the dog followed him home," we parse *him* : —

him, pronoun, personal; third person, singular number, masculine gender, agreeing with its antecedent *brother*¹; objective case, because it is the object of the verb *followed*.

Exercise 153. — *Parse the Personal Pronouns in Exercises 51 and 53.*

Work again Exercise 54.

227. Pronouns ending in *self* (or *selves*) are often used as the Object of a Verb; as, —

I hurt *myself*.

We love *ourselves*.

Jack lost *himself*.

228. These Pronouns are formed by adding *self* (Singular) or *selves* (Plural) to some case of the simple Personal Pronouns. They may be called *Compound Personal Pronouns*.²

Exercise 154. — (a) *Pick out the Pronouns.*

1. The cat sees itself in the looking-glass. 2. She almost hates herself for her stupidity. 3. Help yourself and others will help you. 4. The travelers found themselves in the

¹ See paragraph 225.

² When these Pronouns are used as Objects, as in the examples in paragraph 227, they are often called *Reflexive Pronouns*.

middle of a deep wood. 5. An adder does not sting itself. 6. The giant raised himself slowly. 7. We cannot see ourselves as others see us. 8. I gave myself plenty of time.

(b) *Supply Pronouns as Objects.*

1. Little Mary burnt 2. Frank threw on the ground. 3. The children put to bed. 4. Hide from the dogs. 5. We laid down on the grass.

229. In the sentence, "I myself saw it," *myself* is not the Object, but is in Apposition with *I*, and in the Nominative Case. The Pronouns ending in *self* or *selves* are often used merely for emphasis.

230. The Pronoun thus used for emphasis may be separated from the word with which it goes. We can, for example, say "John said so himself," or "John himself said so."

Exercise 155.—(a) *Pick out the Pronouns used with other words for emphasis.*

1. I myself shot the rabbit. 2. Tom himself brought the news. 3. We ourselves have seen the wreck. 4. You yourself must come. 5. You yourselves must come. 6. Mary herself made the dress. 7. The dog itself rang the bell. 8. I bought the book myself. 9. You were asleep yourself. 10. You were asleep yourselves. 11. So we took it ourselves. 12. Margaret has read the book herself.

(b) *Say whether the compounds of self or selves are used as Objects or for emphasis.*

1. Tom raised himself from the ground. 2. Tom raised the heavy weight himself. 3. Jack struck the first blow himself. 4. Jack struck himself. 5. The little girl lost herself in the crowded streets. 6. The little girl found the thimble herself. 7. You must help yourselves. 8. You yourselves must attend. 9. And I myself sometimes despise myself. 10. The two boys tried to lift it themselves.

INTERROGATIVE PRONOUNS

231. *Who* (with *whose* and *whom*), *which*, and *what* are used in asking questions.

EXAMPLES

Who was that boy?
 This is my hat; *whose* is that?
Whom do you want?
Which of the apples is the ripest?
What did they say?

232. When thus used they are called **Interrogative Pronouns**.

Exercise 156.— *Pick out the Interrogative Pronouns and say in what Case each is.*

1. Who hath measured the waters? 2. To whom are you writing? 3. What do you want? 4. For what are they looking? 5. Whom do the people expect? 6. Whose house is that? 7. What is the matter? 8. By whom was the man employed? 9. Whose is the field that was sold? 10. To whom will you offer it?

233. In the sentences,—

“In *which* books are they?”
 “At *what* time shall we start?”

which and *what* stand *directly before Nouns*, and belong to them. In these sentences, therefore, *which* and *what* are Adjectives. But when *which* and *what* are not Adjuncts of Nouns but *stand for Nouns*, they are Pronouns, as, “*Which* is yours?” “*What* are you doing?”

ADJECTIVE PRONOUNS

234. Note the following words¹ : —

1. *This* (plural *these*), *that* (plural *those*).
2. *One, any, anyone, someone, no one, other, another, several, few, many, some, more, most, certain, none, all.*
3. *Each, either, neither.*

235. Most of these words may be Adjectives, but they may also be used *without Nouns*. In the latter use they are Pronouns. We thus have them : —

<i>As Adjectives.</i>	<i>As Pronouns.</i>
Take <i>this</i> book.	<i>This</i> is my book.
Are <i>these</i> books yours?	<i>These</i> are my father's.
Who is <i>that</i> man?	<i>That</i> is my uncle.
<i>Those</i> birds are tired.	Are <i>those</i> yours?
I have only <i>one</i> vote.	<i>One</i> cannot understand him.
I am ready for <i>any</i> number.	Is there <i>any</i> that will help me?
I need <i>some</i> money.	<i>Some</i> fled to the woods.
I have but a <i>few</i> cents.	<i>Few</i> can read that poet.
<i>Each</i> man has his say.	It sat upon <i>each</i> of them.
<i>Neither</i> apple is good.	I want <i>neither</i> of them.

236. We call these words Adjectives *when they are followed by a Noun*, expressed or clearly understood, and Adjective Pronouns when not so followed.

Exercise 157. — *Say which of the italicized words are Adjectives and which are Adjective Pronouns.*

1. *Several* of my friends have been to India.
2. Ye shall flee when *none* pursueth you.
3. I have told you *that, several* times.
4. I wonder who sent me *this*?
5. *These* flowers are beautiful. *Someone* showed good taste in selecting them.

¹ See "Notes for Teachers," page 165, Note 14.

6. Few, *few* shall part where *many* meet. 7. He can weep his sorrows with *another's* eyes. 8. Where is the *other* bottle of ink? I cannot write with *this*. 9. And *all* was done, let *others* judge how well. 10. I do not think *either* knows; so I do not believe *either* story.

Exercise 158. — Give the Case of each Pronoun printed in italics.

1. *This* is my pen, *that* is yours. 2. *These* are thy works, Parent of good. 3. *Those* are our friends, the Johnsons. 4. *One* hears so many different stories that *one* feels inclined to doubt *all* of them. 5. *Many* be called and *few* [be] chosen. 6. Has *anyone* heard of the travelers? 7. We have heard *no one's* opinion. 8. I do not want *any* of you boys. 9. The master wants James or John; *either* will do. 10. *Neither* is present this morning. 11. *Each* to *other* hath strongly sworn. 12. I am afraid *none* are left. 13. *One* must consider *oneself*. 14. Be generous with thine own and not *another's*. 15. Love *all*, trust *few*, wrong *none*.

RELATIVE PRONOUNS

237. Here are five pairs of sentences ¹: —

That is the thief. The *thief* ran away.
 Here is a man. The *man's* window was broken.
 Kate is the girl. You want *Kate*.
 This is the house. Jack built the *house*.
 The knife was lost. The *knife* cost a dollar.

238. Here are five pairs of sentences that say the same things by using Personal Pronouns: —

That is the thief. *He* ran away.
 Here is a man. *His* window was broken.
 Kate is the girl. You want *her*.
 This is the house. Jack built *it*.
 The knife was lost. *It* cost a dollar.

¹ See "Notes for Teachers," page 165, Note 15.

239. In the following five sentences, by using a different kind of Pronoun, we can combine each pair into one sentence : —

That is the thief *who* ran away.

Here is a man *whose* window was broken.

Kate is the girl *whom* you want.

This is the house *that* Jack built.

The knife *which* was lost cost a dollar.

Exercise 159. — *Combine, as in the examples just given, the following pairs of sentences.*

1. The girl is crying. The *girl* is named Sallie.
2. The lady sings beautifully. You see the *lady*.
3. They did not hear the preacher. They went to hear the *preacher*.
4. The gentleman is very kind to the poor. You see the *gentleman's* house.
5. The tree was a chestnut. The wind blew the *tree* down.
6. The man is better now. The *man* was hurt.
7. The grocer has sent for the police. The *grocer's* goods were stolen.
8. The child was very naughty. His father punished the *child*.
9. My uncle gave me the book. The *book* is on the table.
10. The horse goes well. I bought the *horse*.

240. Pronouns like *who*, *which*, and *that*, used in this way to *join statements*, are called **Relative Pronouns**.

241. The Noun (or Pronoun) for which a Relative Pronoun stands is called its **Antecedent**. Like other Pronouns, a Relative Pronoun agrees with its Antecedent in Person, Number, and Gender; but its Case depends on its use in the sentence.

Exercise 160. — *Pick out the Relative Pronouns and their Antecedents.*

(a) 1. I know the man who made these shoes. 2. The boy drove away the birds which were eating the corn. 3. People love those who are kind to them. 4. The man who came last night left this morning. 5. This is the rat that ate the malt that lay in the house that Jack built. 6. The machine which was broken has been mended.

(b) 7. I am the person whose dog was lost. 8. The girl whose brother you met is very clever. 9. The child whose parents were killed has been placed in a home.

(c) 10. The cow that he bought is lost. 11. The dog fetched the birds which its master had shot. 12. The cousin whom you met is a doctor. 13. Is this a dagger which I see before me? 14. Where is the book that you borrowed? 15. The gardener whom we employed was honest.

(d) 16. He loved the bird who loved the man
That shot him with his bow.

17. He singeth loud his godly hymns
That he makes in the wood.

18. This hermit good lives in that wood
Which slopes down to the sea.

242. We have now had the Relative Pronouns **who**, **which**, and **that**; and have seen that **who** has the following forms: —

*Masculine, Feminine, and Neuter,
Singular and Plural*

<i>Nominative</i>	who
<i>Possessive</i>	whose
<i>Objective</i>	whom

243. The Relative Pronoun **what**. In the sentence,

“That is what I said,”

what is a Relative Pronoun, and is the Object of *said*.
(There is no word given to be the Attribute after *is*.)

When *what* is a Relative Pronoun, its Antecedent is *never expressed*.

Thus in the sentence, "Give me *what* I have earned," the Antecedent of *what* is some such Noun as *pay*, understood; but if we supply this Noun we must then use *which* or *that*, instead of *what*, as, "Give me the pay *which* I have earned." The unexpressed Antecedent of *what* may in most cases be supplied by the words "the thing," or "that"; as, "This is [the thing] *what* you told me to get"; or, "I have [that] *what* you want."

244. The Relative Pronoun *as*. The word *as*, when used after *such*, and sometimes after *many* and *same*, is a Relative Pronoun; as, "The story is not *such as* I like," "He has not so many books in all, *as* are found upon one of your shelves," "I shall buy the same kind of horse *as* you bought." In these sentences *as* is used as an Object or a Subject of a Verb, and is a Relative Pronoun.

245. The Case of a Relative, like that of any other Pronoun, is *determined by its relation to some Verb, Preposition, or Noun* in the Sentence. (See the Review of Case on page 115.)

246. Thus a Relative Pronoun may be used as—

(a) The Subject of a Verb; as, "The friend *who* *called* has gone."

(b) The Attribute; as, "You are the same sort of man *that* I *am*."

(c) The Object of a Verb; as, "That is [] *what* I *want*."

(d) The Object of a Preposition; as, "He is the friend *on whom* I depended."

(e) The Attribute with an Infinitive; as, "You are the person *whom* I took John *to be*."

(f) The Possessor; as, "This is Mr. Brown, in *whose house* you will stay."

Take the sentence, "This is the boy that I gave the book to." *Boy* is the Attribute after *is*. *I* is the Subject of *gave*. *That* is the Object of the Preposition *to*, and is therefore in the Objective Case, while its Antecedent *boy* is in the Nominative Case. I gave the book *to* whom? To the boy. *That* stands for *boy*.

Note that a Relative Pronoun in the Objective Case comes before the Subject.

Exercise 161.—(a) Give the Case of each Relative Pronoun in Exercise 160.

(b) Give the Case of each Relative Pronoun in the following.

1. The pen which I bought is a good one. 2. This is the field of which I spoke. 3. Mr. Brown is the teacher to whom we sent our boy. 4. He is a man on whom we can depend. 5. The girl brought the tea for which she was sent. 6. The ink that I am using is blue. 7. There is a man whom I know. 8. It was my brother's carriage which you saw me in. 9. It was Mrs. West whom they heard the story from. 10. This is the hole that the mouse went into.

247. The Relative Pronoun in the Objective Case is often left out. Instead of saying, "John is the man *whom* we expected," people often say, "John is the man we expected."

Exercise 162.—Supply the Relative Pronouns which are omitted (or "understood"), and state why they are in the Objective Case.

1. He is a man I trust in. 2. This is the horse Jack bought. 3. The boy got only the punishment he deserved. 4. Mr. Blake is the gentleman we are waiting for. 5. You should not believe every story you hear. 6. Have you seen the house we live in now? 7. I am monarch of all I survey. 8. Few and short were the prayers we said.

248. Great care must be taken in deciding the Case of *what*. In the sentence "He found what he was looking for," we have the Transitive Verb *found*, and the Preposition *for*, both of which must have objects. The Antecedent (*that* or the *thing*) is the Object of the Verb *found*; while *what* is in the Objective Case governed by the Preposition *for*. In the sentence "This is what I want," *what* is the Object of *want*. Its Antecedent (understood) is the Attribute after *is* (and therefore Nominative.)

Exercise 163. — *Determine the Case of each what.*

1. A book is what I bought. 2. The man means what he says. 3. I know what you came for. 4. What they ask is reasonable. 5. No one understood what he said. 6. What man dare I dare. 7. Show me what you brought. 8. This carriage is what I rode home in. 9. That is just what he is. 10. Is this what you chose?

Read again paragraph 226.

249. Parse Relative and Interrogative Pronouns thus:—

The woman who called this morning asked, "Which of you are coming again?"

who is a relative pronoun; singular number, feminine gender, third person, agreeing with its antecedent *woman*; nominative case, subject of *called*.

which is an interrogative pronoun; plural number, common gender, second person; nominative case, subject of the verb *are coming*.

Exercise 164. — *Parse the Pronouns in the following.*

1. He that loves me loves my dog. 2. John, who has been ill, is well again. 3. "What is truth?" said jesting Pilate. 4. Let me tell you what I saw. 5. Some weary themselves in seeking what they can never find. 6. Let me know if you decide to take this. 7. These are the persons that we are

indebted to for our flowers. 8. That, father, I will gladly do. 9. Certain there were who swore to the truth of this. 10. Signor Antonio commends him to you. 11. With whom had your dog run away? 12. Who hath woe? who hath redness of eyes? 13. And all was done; let others judge how well. 14. That is what I came for. 15. Such sense as he had is now gone. 16. What did you wish me to do? 17. Such persons as came found shelter for themselves. 18. That is just what I have been wanting. 19. Who did you think I was?

20. Thy secret keep; I urge thee not;
 Yet, ere again ye sought this spot,
 Say, heard ye naught of Lowland war?

PERSON AND NUMBER OF VERBS

250. The Person and Number of a Verb are the same as the Person and Number of its Subject.

In the sentence, "I am writing," the Subject *I* is of the First Person and Singular Number; therefore the Verb *am writing* is also of the First Person and Singular Number.

In the sentence, "They wrote," *they* is of the Third Person and Plural Number; therefore *wrote* is also of the Third Person and Plural Number.

Exercise 165.— *Give the Person and Number of each Verb.*

1. I call. 2. She calls. 3. We call. 4. You call. 5. They call. 6. James loves his mother. 7. The cat is playing with her kittens. 8. The boys are playing cricket. 9. He hath his reward. 10. The horse fell. 11. Fred will return soon. 12. They have learned their lessons. 13. Ye are idle. 14. Have we any bread? 15. I that speak to you am he.

251. Since a Verb must agree in Number with its Subject we must take care not to use with a Plural Subject a Verb that is Singular in form, or the reverse. Also, since

a Verb agrees with its Subject in Person, we must select the proper form when the Verb has different forms for the three Persons, as *am, art, is*.

252. The Verb *be* has more forms than any other Verb.

Most Verbs have only four or five forms, as *arise, arises, arose, arising, arisen* (with the old forms, *ariseest* and *ariseeth*); or *talk, talks, talked, talking* (with the old forms *talkest* and *talketh*).

253. When the Subject of a sentence consists of two or more Nouns or Pronouns joined by *and*, the Verb must be Plural; as, "John and James *are* coming"; "She and her brother *are* coming"; "He and she *were* late."

254. The Adjective Pronouns *each, one, either, neither, every*, are followed by Singular Verbs; as, "Each of them *knows* him"; "No one of all these persons *is* able to speak; every one *is* dumb"; "Either of these apples *is* good enough for me."

255. When the Subject consists of two or more Singular Nouns joined by *or, either . . . or, neither . . . nor*, the Verb must be Singular; as, "Either the master or the servant *was* present"; "Neither the master nor the servant *has* returned."

If one of the Subjects is Plural the Verb is Plural; as, "Neither the ropes nor the hammock *are* to be found."

Exercise 166. — (a) *Give the Number and the Person of the Verbs printed in italics.*

1. Frank and William *are going* with us. 2. Copper and tin *are found* in England. 3. He and his cousin *learn* French. 4. He and I *are* both hungry. 4. The meeting *is* disorderly. 5. Some boys *go* barefooted. 6. Congress *has* just *adjourned*.

7. The mob *was dispersed*. 8. The cattle on a thousand hills *are his*. 9. Then ye *are only five*. 10. Talking and eloquence *are not the same*; to talk and to talk well *are two things*. 11. John or William *is coming*. 12. Either the coachman or the footman *is waiting*. 13. Neither the boy nor the girl *has returned*. 14. Neither horse nor hound *is weary*. 15. Neither he nor I *have been chosen*. 16. Either Mary or I *am to keep watch*. 17. You or he *must stay*. 18. Neither of the books *is of much value*. 19. Each of the speakers *has lost his temper*. 20. Mother says Jack or Arthur *is going too*.

(b) *Give the Number and Person of the Verbs printed in italics. (Read again paragraph 225.)*

21. What *is easier*? 22. The man who *was here* is gone. 23. The men who *were here* are gone. 24. He that *gives thee* a bone would not have thee die. 25. The roses soon withered that *hung o'er the wave*. 26. I who *am speaking* have seen it. 27. He that *lieth* shall die. 28. You who *are for some sport* come along with me. 29. I that *speak to you* am he. 30. The plants that lack water *are sure to die*.

(c) *Parse the Verbs in this Exercise, as follows:—*

1. *are going* is an intransitive verb; third person, plural number, to agree with its subject *Frank and William*.

21. *is* is a copulative verb; third person, singular number, to agree with its subject *what*.

REVIEW

See also the Review on page 113.

Learn again

A Pronoun is a word used instead of a Noun.

Pronouns (and Nouns) have three **Persons**, the **First**, the **Second**, and the **Third**.

The First Person is used when a person is speaking of himself or of himself and others.

The Second Person is used to designate the person or persons spoken to.

The Third Person is used to designate a person or persons spoken of, but not spoken to.

Pronouns are—

Personal	<i>I, thou, he, she, it, etc.</i> (see page 119). Also <i>myself, thyself, himself, etc.</i>
Interrogative	<i>Who ? which ? what ?</i>
Adjective	<i>This, that, with their Plurals; one, any, anyone, someone, no one, other, another, some, more, most, several, few, many, certain, none, all; each, either, neither.</i>
Relative	<i>Who, which, that, what, and sometimes as.</i>

The Noun for which a Pronoun stands is called the *Antecedent* of the Pronoun. A Pronoun agrees with its Antecedent in Person, Number, and Gender.

The **Case** of a Pronoun is determined by its relation to some Verb (or Verbal), some Preposition, or some Noun (see page 115 and paragraphs 245, 246).

Verbs agree with their Subjects in Person and Number. Care must be observed when there is a Compound Subject (paragraphs 253, 255).

PARSING OF ALL THE PARTS OF SPEECH

WORDS "UNDERSTOOD"

256. Before parsing a sentence it is necessary to put in all words which are omitted (or "understood").

As a rule there is no need to parse words which are understood, but unless they are inserted the construction of the sentence cannot be seen.

Read again paragraphs 50, 243, 247.

257. Compare the sentences in the first column with those in the second.

<i>Sentences with words understood.</i>	<i>Sentences in full.</i>
Be careful.	[You] be careful.
That is what I did.	That is [the thing <i>or</i> the action] what I did.
He is a person I dislike.	He is a person [whom] I dislike.
This is the horse I rode on.	This is the horse [that <i>or</i> which] I rode on.
We go Monday.	We go [on] Monday.
We know he is truthful.	We know [that] he is truthful.
John arrived, but Tom did not.	John arrived, but Tom did not [arrive].
I will pull down my barns and build larger.	I will pull down my barns and build larger [barns].
This house is my uncle's.	This house is my uncle's [house].

<i>Sentences with words understood.</i>	<i>Sentences in full.</i>
This is St. Peter's.	This is St. Peter's [church].
The boy is as old as the girl.	The boy is as old as the girl [is old].
The teacher is as clever as kind.	The teacher is as clever as [he is] kind.
She loves him as well as I.	She loves him as well as I [love] him.
She loves him as well as me.	She loves him as well as [she loves] me.
I am younger than he.	I am younger than he [is young].

NOTE. — Since Relative Pronouns are often omitted or understood (see paragraph 247), a Preposition governing an understood Pronoun is often found apparently without any object, as, "There goes the carriage we came home *in*" (*in* governs *which* or *that* understood); "The next place we came *to* was Chester."

Exercise 167. — *Supply the words understood.*

1. He wants all he can get. 2. Awake, arise, or be forever fallen. 3. Obey your parents. 4. I know what to do. 5. Who is the woman you spoke to? 6. This is a book I like very much. 7. Have you been at your uncle's? 8. I think he likes you better than me. 9. You understand arithmetic much more thoroughly than I. 10. You will call there, I know you will. 11. Where is the house you mean? 12. Are you taller than John? 13. Your brother is a strong man, but mine is a stronger. 14. When in London I visited St. Paul's. 15. Tell me where to go.

INDIRECT OBJECT

258. Many Transitive Verbs are followed by two Nouns or Pronouns in the Objective Case ; as, —

Alfred lent *Fred* a *knife*.

Here *knife* answers the question *lent what?* and is the **Direct Object**. But Alfred acted indirectly upon Fred; and *Fred* is called the **Indirect Object** of *lent*.

EXAMPLES OF INDIRECT OBJECTS

<i>Sentence.</i>	<i>Direct Object.</i>	<i>Indirect Object.</i>
My father promised me a ball.	a ball	me
John gave his sister an apple.	an apple	his sister
The farmer sent Mrs. Brace a basket of eggs.	a basket of eggs	Mrs. Brace
I made Tom a box.	a box	Tom

259. Each of these sentences can be written with a Preposition before the Indirect Object; thus:—

My father promised me a ball.	My father promised a ball [to] me.
John gave his sister an apple.	John gave an apple [to] his sister.
The farmer sent Mrs. Brace a basket of eggs.	The farmer sent a basket of eggs [to] Mrs. Brace.
I made Tom a box.	I made a box [for] Tom.

It will thus be seen that the "Indirect Object" (with the Preposition which can be placed before it) is practically a Prepositional Phrase, and an Adverbial Adjunct of the Verb. In parsing, say that the Indirect Object is in the Objective Case governed by the understood Preposition; and in analyzing, call the Indirect Object and its Preposition an Adjunct of the Verb.

Exercise 168. — (a) *Pick out the Direct Objects.*

(b) *Pick out the Indirect Objects and supply the Prepositions understood.*

1. Give me the purse.
2. The master lent his man a horse.
3. My mother sent him a letter.
4. The teacher gave his boys a lesson; he taught them French.
5. They did so well that he promised them a holiday.
6. The girl showed the doctor her crushed finger.
7. The child offered the beggar a penny.
8. I had bought myself a pair of boots.
9. The servant will bring you some water.
10. That man owes his grocer seven dollars; he has just paid him one dollar.

ORDER

260. Before parsing or analyzing a sentence see that the words are in the usual order.

Read again paragraph 79, b, and in Exercise 67, b, pick out the Adjectives which are placed after Nouns.

261. Compare the sentences in the first column with those in the second.

Inverted Order.

Great is Diana of the Ephesians.

In the beginning was the Word.

Great is the Lord and of great power.

Then burst his mighty heart.

Whom ye ignorantly worship, Him declare I unto you.

Mine head with oil thou didst not anoint.

Comes a vapor from the margin blackening over heath and holt.

Usual Order.

Diana of the Ephesians is great.

The Word was in the beginning.

The Lord is great and [He is] of great power.

His mighty heart burst then.

I declare unto you Him whom ye worship ignorantly.

Thou didst not anoint mine head with oil.

A vapor, blackening over heath and holt, comes from the margin.

Exercise 169. — *Arrange in the usual order the words of the following sentences.*

1. Sweet are the uses of adversity. 2. Great is your reward in heaven. 3. In vain they begged for mercy. 4. Great and marvelous are Thy works. 5. Of his early life few particulars have reached us. 6. Oft did the harvest to their sickle yield. 7. In my Father's house are many mansions. 8. Into the valley of death rode the six hundred. 9. Uprose the King of men with speed. 10. Some pious drops the closing eye requires. 11. Wide is the gate and broad is the way. 12. Then shrieked the timid and stood still the brave. 13. Not as the world giveth give I unto you. 14. Me he restored unto mine office and him he hanged. 15. For this did Servius give us laws? for this did Lucrece bleed?

PREPARATORY *THERE* AND *IT*

262. The Adverb *there* is used before the Verb *be* and some other Verbs, so that the Subject may come after the Verb; as, "There is a God" [= A God is]; "There was a man" [= A man was]; "There came a messenger unto the king"; "There seemed to be a whole army"; "Once upon a time there lived three brothers."

263. In such sentences *there* is to be parsed as a Preparatory Adverb. It is not an Adverb of Place.

Exercise 170. — *Rearrange the following sentences, omitting the Preparatory Adverb there.*

1. There was once a wizard. 2. There came a voice from heaven. 3. There was not a tree to be seen. 4. There was a crooked man. 5. There seems no end to his tricks. 6. There came a man of God to Eli. 7. There came a lion and a bear. 8. Behold there appeared a chariot of fire. 9. There appeared to them Moses and Elias. 10. There is no time like the present.

264. When *there* begins a sentence, of course the Subject comes later. In a similar way the Pronoun *it* is used to introduce sentences in which the real Subject follows the Predicate; as, —

“It is now *time* to go.”

“It is sad business, this *caring* for the wounded.”

“It is hard *to live rightly*.”

265. In such sentences *it* is a Preparatory Pronoun. In the sentences given *it* really stands for the words printed in italics. These words are the *real* or *logical Subjects*, as we see if we ask, “*What* is sad business?” “*What* is hard?” etc. Parse *it* in such sentences as the *grammatical Subject*, and parse the logical Subject as in Apposition with *it*. (See paragraphs 210, 211.)

SENTENCES FOR PARSING

[See models for parsing Adjectives, p. 53; Adverbs, p. 61; Prepositions, p. 71; Participles and Infinitives, p. 100; Nouns, pp. 108, 112; Pronouns, pp. 120, 129; Verbs, p. 132.]

[When we are writing out the parsing we may save time by using abbreviations; as sing. for singular; pl. for plural; nom. for nominative; comp. for comparative; rel. for relative; trans. for transitive; prep. for preposition; etc.]

1. The foolish and the dead never change their opinions.
 2. For the rights of fair England that broadsword he draws.
 3. England expects every man to do his duty. 4. Time writes no wrinkles on thine azure brow. 5. His house was known to all the vagrant train. 6. No useless coffin inclosed his breast.
 7. On some fond breeze the parting soul relies. 8. The mild southern breeze brought a shower from the hill. 9. Three wives sat up in the lighthouse tower. 10. The freshening breeze of eve unfurled that banner's massive fold. 11. Night sank upon the dusky beach and on the purple sea. 12. I climbed the dark brow of the mighty Helvellyn.

13. Down in a green and shady bed
A modest violet grew.
14. Some years ago, a friend into my care
Some jewels gave.
15. The signal to engage shall be
A whistle and a hollo.
16. I see the lights of the village
Gleam through the rain and the mist.
17. My father lived beside the Tyne,
A wealthy lord was he.
18. There are few who know him.
19. The tall pink foxglove bowed his head;
The violets curtsied and went to bed.
20. Past the woman so old and gray,
Hurry the children on their way.
21. Lightly and brightly breaks away
The morning from her mantle gray.
22. Beneath the crimson arching dome,
Went up the roar of mortal foes.
23. Sing the glorious day's renown,
When to battle fierce came forth
All the might of Denmark's crown.
24. No peace, no comfort could I find,
No ease within doors or without.
25. Happy must be the state
Whose ruler heedeth more
The murmurs of the poor
Than flatteries of the great.
26. The turban folded about his head
Was daintily wrought of the palm-leaf braid.
27. A barge across Loch Katrine flew,
High stood the henchman on the prow.

28. And lo! from the assembled crowd
There rose a shout prolonged and loud.
29. The stranger came with iron hand
And from our fathers reft the land.
30. And at the sound it sunk in haste away
And vanished from our sight.
31. Then my heart with pleasure fills
And dances with the daffodils.
32. His sword was in its sheath,
His fingers held the pen.
33. He did not pause to parley or dissemble,
But smote the warden hoar.
34. Like the river, swift and clear,
Flows his song.
35. The tidal wave of deeper souls
Into our inmost being rolls.
36. Sweet is the dying summer day,
And sweet the hazy after-eve.
37. Within the iron cities
One walked unknown for years.
38. Strait is the way, and few there be that find it. 39. It
is of no use to try to win against such odds. 40. There was a
little man who had a little gun.

Additional sentences, Exercises 167-170.

ANALYSIS OF SIMPLE SENTENCES

Read again paragraph 57.

266. The most important elements of a sentence are the Subject and the Predicate.

THE SUBJECT

267. The Subject of a sentence may be

- (1) A Noun; as, "*John* is working."
- (2) A Pronoun; as, "*He* is working."
- (3) An Adjective used as a Noun; as, "*The blind* should be helped."
- (4) An Infinitive; as, "*To travel* is pleasant."

Exercise 171. — *Say of what the Subject consists.*

1. Books should be handled with care; they should not be injured.
2. The virtuous are the happiest.
3. To read is easy; to think is not so easy.
4. Blessed are the meek.
5. We are expecting our aunt; she is coming from France.
6. Reading maketh a full man.
7. To wait is tiresome.
8. The poor are always with us.

THE PREDICATE

Read again paragraphs 162, 163.

268. The Predicate may be

- (1) An Intransitive Verb; as, "*We were talking.*"
- (2) A Transitive Verb in the Passive Voice; as, "*The man was arrested.*"

(3) A Transitive Verb with its Object ; as, "Horses *eat hay.*"

(4) A Copulative Verb and the Attribute ; as, "Oaks *grow tall,*" "Men *are animals.*"

269. Like the Subject, the Object may be

(1) A Noun ; as, "Bakers make *bread.*"

(2) A Pronoun ; as, "We love *him.*"

(3) An Adjective used as a Noun ; as, "You should pity *the poor.*"

(4) An Infinitive ; as, "I like *to read.*"

Exercise 172. — *Pick out the Object and say of what it consists.*

1. The baby spilt the water. 2. Plants need sunlight.
3. The gardener sowed seeds. 4. Some one stole the horse.
5. I heard her. 6. We have just met him. 7. Mr. Mason will meet us. 8. She cut herself. 9. They are dressing themselves. 10. The child is learning to read. 11. He tries to succeed. 12. She studies painting. 13. We had begun to dance. 14. They intend to write. 15. She helps the poor.

270. The Attribute may be

(1) A Noun ; as, "Thou art *the man.*"

(2) A Pronoun ; as, "I am *he.*"

(3) An Adjective ; as, "It is *good.*"

(4) An Adjective used as a Noun ; as, "These are *the merciful.*"

(5) An Infinitive ; as, "The house is *to be sold.*"

(6) A Prepositional Phrase ; as, "The horse is *for sale,*" "The gun seems *out of order.*"

Exercise 173. — *In Exercise 115 pick out each Attribute and say of what it consists.*

SUBJECT CONTAINING ADJUNCTS

Read again paragraphs 84, 86, 107, 131-133, 135, 210.

271. The Subject Noun, Pronoun, etc. (paragraph 267), may have Adjuncts. When the Subject of a sentence contains Adjuncts we must, in analyzing, separate the Adjuncts from the Subject Noun, Pronoun, etc.

Exercise 174. — *Pick out the Subject Nouns, Pronouns, etc., and say what Adjuncts they have.*

1. His name is John. 2. The truly polite are always kind. 3. A little ship was on the sea. 4. Peters the baker makes bread. 5. Robinson the tailor sells cloths. 6. Tom's sister is Kate's aunt. 7. The ship, being strong, withstood the storm. 8. The woman, being in great trouble, was weeping. 9. The house on the hill is Mr. Bosworth's. 10. To teach lazy children is hard work. 11. The path of duty is the way to glory. 12. Every turf beneath their feet shall be a soldier's sepulcher. 13. The really good are few. 14. To play the piano was his delight. 15. To read in bed is bad for the eyes. 16. To be thought an original writer was his chief desire. 17. To eat rapidly is unwise. 18. To read good books is instructive. 19. A wish to please is the root of politeness. 20. Blessed are the pure in heart. 21. To be studious is the way to learn.

272. The working of Exercise 174 shows:—

(a) If the Subject word is a Noun or a Pronoun, its Adjuncts must be *Adjective Elements*.

(b) If the Subject word is an Adjective used as a Noun, or if it is an Infinitive, it may have *Adverbial Adjuncts*.

(c) An Infinitive used as a Subject may have an Object or an Attribute.

PREDICATE CONTAINING ADJUNCTS

273. The Predicate without Adjuncts, or the Simple Predicate, is always of one of the four forms described in paragraph 268. Since the Predicate of a sentence always contains a Verb, and since it may contain an Object or an Attribute, it may have

- (1) Adjuncts to the Verb,
- (2) Adjuncts to the Object,
- (3) Adjuncts to the Attribute.

274. As the Adjuncts of the Verb are either Adverbs or words that do the work of Adverbs, they can be divided into classes as Adverbs can, and they are *Adverbial Elements*.

Read again paragraphs 109–114.

Exercise 175. — *Pick out the Adjuncts of the Verb, and state whether they show time, place, manner, or cause.*

(a) 1. I shall return in a week. 2. We were up before sunrise. 3. His mercy endureth forever. 4. We lost our dog one afternoon last month. 5. I cannot stay till Saturday.

(b) 6. The travelers met their friends in Louisville. 7. We shall wait for them here at the garden gate. 8. We rowed from Boston to Cambridge. 9. This umbrella was bought in New Orleans.

(c) 10. The boy read carefully. 11. You acted like a baby. 12. The Assyrian came down like a wolf on the fold. 13. We sent the letter by a special messenger. 14. The regiment charged with the bayonet.

(d) 15. They ran to catch the train. 16. We do not live to eat. 17. The poor man could not speak for joy. 18. I did it for your sake. 19. He worked hard to win the prize.

(e) 20. Move slowly here now. 21. I read the letter without difficulty. 22. I am sewing this together for my cousin.

23. Through the windowpanes on floor and panel streamed the red autumn sun.

24. Under the walls of Monterey
At daybreak the bugles began to play.

Read again paragraph 272.

275. Whatever may be an Adjunct of the Subject word may also be an Adjunct of the Object; and the Attribute may have various kinds of Adjuncts.

Exercise 176. — *Pick out the Objects and the Adjuncts of the Objects, and say what they are.*

1. I will take those three books. 2. The girl lost her gloves. 3. Who found Thomas's top? 4. The curfew tolls the knell of parting day. 5. I wield the flail of the lashing hail. 6. I bring fresh showers for thirsty flowers. 7. We met our cousin the architect. 8. We admired Edward the Black Prince. 9. I climbed the dark brow of the mighty Helvellyn. 10. We learn to paint pictures. 11. Have you a friend to swear by? 12. Let us try to climb by this path. 13. They help the very poor. 14. I reached the top of the ladder. 15. Have you read Dickens's novel, "David Copperfield"?

Exercise 177. — *Say what the Attribute is in each sentence, and pick out and describe the Adjuncts.*

1. They are American citizens. 2. They seem unusually pleasant neighbors. 3. He is a man of great ability. 4. We are sure to be pleased by the view. 5. He is generally thought an industrious man. 6. Mr. Williams is considered a fairly good judge. 7. Are you already of age? 8. Did he look ill at ease? 9. His fault is to keep too quiet. 10. The sick man is rapidly growing worse. 11. One of the woman's peculiarities is to appear so old and feeble. 12. One of the arts of life is to grow old gracefully.

Read again paragraphs 26 and 161.

Exercise 178. — (a) *Say whether the words printed in italics are Objects or Attributes.*

1. Seeds become *plants*. 2. Your hat becomes *you*. 3. The man felt *hurt*. 4. The man felt his *head*. 5. The gardener grows *apples*. 6. The gardener grows *old*. 7. The preacher continued his *sermon*. 8. The preacher continued *popular*. 9. The host tasted the *wine*. 10. The wine tasted *sour*.

(b) *Say whether the words printed in italics are Attributes or Adjuncts of the Verb.* (See paragraph 166.)

1. **You** look *taller* now. 2. The child looked *behind the door*. 3. **We** feel *warmly* on that matter. 4. We feel *warm*. 5. The dog *went mad*. 6. The dog went *madly* down the street. 7. The *lady* appeared *faint*. 8. The sun appears *in the morning*. 9. **Did** you look *carefully*? 10. Did she look *pretty*?

COMPLETE ANALYSIS OF SIMPLE SENTENCES

Read again paragraphs 144–146.

Learn again paragraph 148.

276. Any Simple Sentence, however long, can be divided into two parts: the Complete *Subject*, and the Complete *Predicate*.

277. In analyzing a sentence we should name in a regular order the several elements: —

First, the *Complete Subject*,

Secondly, the *Complete Predicate*;

Then the word elements and the phrase elements belonging to the Subject Noun or Pronoun, etc.,

The word elements and the phrase elements modifying the Verb,

The Adjuncts going with the Attribute,

And those going with the Object.

278. The Adjuncts of any Noun or Pronoun are Adjective elements; and the Adjuncts of any Verb, Adjective, or Adverb are Adverbial elements.

279. *Model for Analysis.*

“Something attempted, something done,
Has earned a night's repose.”

Analysis: This is a simple declarative sentence, with the compound subject, “Something attempted, something done,” and the predicate, “Has earned a night's repose.”

Subject: The noun *something* in the first member of the subject is modified by the participle *attempted*, an adjective adjunct; and the noun *something* of the second member is likewise modified by the participle *done*.

Predicate: The simple predicate is *has earned repose*, in which *has earned* is the transitive verb and *repose* the object. *Repose* is modified by the adjective adjunct *night's*, to which is attached the article *a*.

Exercise 179. — *Analyze the following Simple Sentences.*

1. The two boys gathered some wood for kindling. 2. We are tired of seeing that ugly sign. 3. The water of the ocean is very blue to-day. 4. There are three ships sailing near the island. 5. That hammock is considered a good one. 6. I see the lighthouse at Cape May distinctly. 7. We walked a mile very slowly. 8. That wall will topple over some day. 9. This invalid's chair is comfortable for a tired person. 10. Music hath charms to soothe the savage breast.

11. The very heart of quietness
Is in this churchyard bound.
12. The breaking waves dashed high
On a stern and rock-bound coast.
13. Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.

14. The sun with ruddy orb
Ascending fills the horizon.
15. The modest wants of every day
The toil of every day supplied.

SIMPLE INTERROGATIVE SENTENCES

Read again paragraphs 48 and 49, and work again Exercises 41 and 42.

Exercise 180.— *Analyze the following Interrogative Sentences.*

1. Where are you going to-day? 2. What way does the wind come? 3. Must he then watch it rise no more? 4. Why preach ye here? 5. The tear-drop who can blame? 6. Know ye not Agincourt? 7. Now wherefore stopp'st thou me? 8. Why look'st thou so? 9. Where are those lights so many and fair? 10. Whom seek ye here? 11. What is your reason for that? 12. For whom was this coat made?
13. Can storied urn or animated bust
Back to its mansion call the fleeting breath?
14. Can honor's voice provoke the silent dust?
15. What objects are the fountains
Of thy happy strain?

SIMPLE IMPERATIVE AND EXCLAMATORY SENTENCES

Read again paragraphs 50, 51, and 52, and work again Exercises 44 and 46.

Exercise 181.— *Analyze the following Imperative and Exclamatory Sentences.*

1. Never from my side depart. 2. Lend me your ears.
3. Neglect him not. 4. Provide for thine own future safety.
5. Still in thy right hand carry gentle peace to silence envious

tongues. 6. Break his bonds of sleep asunder. 7. Chase all thy fears away. 8. How dark it is here! 9. What a long walk we must take! 10. Heaven defend the right. 11. Thy kingdom come. 12. Thy will be done. 13. How sweet the moonlight sleeps upon this bank! 14. What long ears he has!

MISCELLANEOUS SIMPLE SENTENCES FOR ANALYSIS

[Analyze according to the model given in paragraph 279.]

1. Who weeps for strangers? 2. Man wants but little here below. 3. The earth to thee her incense yields.
 4. The glories of our birth and state
Are shadows.
 5. Onward, onward, may we press
Through the path of duty.
 6. She gave me for my pains a world of sighs.
 7. A fair maid sat at her bower-door
Wringing her lily hands.
 8. Your glorious standard launch again
To match another foe.
 9. With thunders from her native oak
She quells the floods below.
 10. No stores beneath its humble thatch
Required a master's care.
 11. And from all agony of mind
It keeps them safe.
 12. Now do these sternly featured hills
Look gently on this grave.
 13. A sealike sound the branches breathe,
Stirred by the breeze.
14. Bliss was it in that dawn to be alive. 15. A man's a man, for a' that.

Additional sentences, in the various Exercises in this chapter.

CLASSIFICATION OF THE ELEMENTS OF SIMPLE SENTENCES

280. We have so far considered elements chiefly with respect to their *use* in sentences, as that is the more important thing to be considered. As respects their *form*, the elements of simple sentences are *word elements* or *phrase elements*.

281. *Word elements* may be

- (a) the Subject,
- (b) the Object,
- (c) the Attribute,
- (d) the Verb (always regarded as a word element),
- (e) an Adjective modifier, including
 - Adjectives,
 - Participles,
 - Nouns or Pronouns in Apposition,
 - Nouns or Pronouns in the Possessive Case,
- (f) an Adverbial modifier,
- (g) a Connective element (Conjunctions),
- (h) an Independent element¹ (as Interjections, Nouns used as Exclamations, or Nouns in the Nominative of Address;² also Preparatory *there* and *it*³).

282. *Phrase elements* may be

- (a) the Subject (an Infinitive),
- (b) the Object (an Infinitive),

¹ In analysis an Independent element is to be mentioned as such. In diagramming it should be placed to one side and not connected with the other words.

² See paragraphs 202, 204.

³ See paragraphs 262-265.

(c) the Attribute (an Infinitive or a Prepositional Phrase),

(d) an Adjective modifier } (an Infinitive or a Prepositional Phrase).
 (e) an Adverbial modifier }

283. From paragraphs 281 and 282 it is seen that the Subject, the Object, the Attribute, an Adjective modifier, and an Adverbial modifier may each be either a *word* element or a *phrase* element.

Any part of speech, *except a Preposition*, may be a Word element. Phrase elements are, in form, Prepositional or Infinitive.

ANALYSIS OF COMPOUND SENTENCES

Read again paragraphs 149, 150, 151.

284. Sentences made up of two or more Simple Sentences connected by Copulative or Disjunctive Conjunctions are called **Compound Sentences**.

285. The members of a Compound Sentence are usually joined by expressed Conjunctions; as, —

They had been friends in youth,
 But whispering tongues can poison truth,
 And constancy lives in realms above,
 And life is thorny and youth is vain.

Here we have five coördinate members joined by Conjunctions.

But the members of a Compound Sentence sometimes follow one another without expressed Conjunctions; as, —

The way was long, the wind was cold,
 The minstrel was infirm and old.

We have here three coördinate members: 1. The way was long. 2. The wind was cold. 3. The minstrel was infirm and old.

286. In analyzing Compound Sentences treat each member as though it stood alone.

Exercise 182. — *Analyze the following sentences.*

1. Give me this apple and you take that. 2. Are you coming soon, or shall I go now? 3. I am in no hurry, but I don't want to wait too long. 4. I will take this box, though it is not exactly of the right size. 5. This apple is ripe enough, while that one is green; yet both grew on the same tree.

6. The stream will not flow and the hill will not rise
And the colors have all passed away from her eyes.

7. We lay beneath a spreading oak,
Beside a mossy seat,
And from the turf a fountain broke
And gurgled at our feet.

8. The waves beside them danced, but they
Outdid the sparkling waves in glee.

9. The rainbow comes and goes,
And lovely is the rose.

10. The good south wind still blew behind,
But no sweet bird did follow,
Nor any day for food or play
Came to the mariner's hollo.

MISCELLANEOUS SIMPLE AND COMPOUND SENTENCES FOR ANALYSIS AND DIAGRAMING

1. Trust men and they will be true to you.
2. History is a compound of poetry and philosophy.
3. Good histories, in the proper sense of the word, we have not.
4. And her let us honor with the title of Madonna.
5. Suffer little children to come unto me, and forbid them not.
6. Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.

7. A good book is the precious lifeblood of a master spirit, embalmed and treasured up on purpose to a life beyond life.

8. Absence makes the heart grow fonder.

9. To the present day the character of Cromwell is popular with the great body of our countrymen.

10. Preceded by the beadle and attended by an irregular procession of stern-browed men and unkindly visaged women, Hester Prynne set forth towards the place appointed for her punishment.

11. The breaking waves dashed high
 On a stern and rock-bound coast,
 And the woods against a stormy sky
 Their giant branches tossed.

12. Loveliness
 Needs not the foreign aid of ornament.

13. All men think all men mortal but themselves.

14. Soothed with the sound the king grew vain.

15. The spider turned him [=himself] round about
 And went into his den.

16. Sound the loud timbrel o'er Egypt's dark sea!
 Jehovah has triumphed, His people are free.

17. The street was wet with the falling snow,
 And the woman's feet were weary and slow.

18. Look, in this place ran Cassius' dagger through:
 See what a rent the envious Casca made:
 Through this the well-beloved Brutus stabbed.

19. The curfew tolls the knell of parting day,
 The lowing herd winds slowly o'er the lea,
 The plowman homeward plods his weary way,
 And leaves the world to darkness and to me.

20. The moon like a flower
 In heaven's high bower
 With silent delight
 Sits and smiles on the night.

RULES OF SYNTAX AND EXERCISES FOR CORRECTION¹

287. **Syntax** treats of the construction of sentences according to grammatical rules, based upon the use of the language by careful writers and speakers.

288. The principal Rules of Syntax relate to (1) the *Case* of Nouns and Pronouns; (2) the *Agreement* of certain kinds of words with others in the sentence.

289. Rules governing *Case* (of Nouns and Pronouns).

1. The Subject of a Verb is in the Nominative Case (paragraph 199).

2. The subject of an Infinitive is in the Objective Case (209).

3. The Attribute of a Copulative Verb (or Verbal) is in the same Case as the Subject of it (172, 200, 201, 208).

4. The Object of a Transitive Verb or Verbal is in the Objective Case (205).

5. The Object of a Preposition is in the Objective Case (207).

6. A Noun or a Pronoun in Apposition with another Noun or Pronoun is in the same Case with it (210, 211).

7. A Noun or Pronoun directly limiting a Noun denoting a different person or thing is in the Possessive Case (214, 218).

¹ See "Notes for Teachers," p. 165, Note 16.

8. Nouns or Pronouns used exclamatorily (as a rule), or used in addressing a person, or used with a Participle, but not governed according to any of the above rules, are in the Nominative Absolute Case (202, 203, 204).

Exercise 183.—*Correct the Case forms of the Pronouns in the following sentences, according to Rules 1 to 6 (paragraph 289).*

1. I am as tall as him. 2. Which one weighs more, you or me? 3. There is the boy whom I think found the ball. 4. Whom do you suppose it was? 5. Who do you think I just saw? 6. I never knew such a good cook as her. 7. It is not me who you ought to blame. 8. Who did you take him to be? 9. That tall man, him that stands nearest the corner, lost his pocketbook. 10. Between you and I, there is no use in that. 11. Who did you give the pen to? 12. That is something for you and he to attend to. 13. If that driver had been him, he would have nodded. 14. Whom would you prefer to be, your brother or me? 15. Whom would you prefer should bring it? 16. Who would you rather have get the prize? 17. Who do you suppose that one in the red cloak to be? 18. We shall let you and she go first. 19. My brother is older than me. 20. Nobody would ever think he was me.

290. Rules of Agreement.

9. The form of a Verb should agree with its Subject in respect to Person and Number (250, 251). [Two or more Singular Subjects connected by *and* take a Verb in the Plural; and two or more Singular Subjects connected by *or* take a Verb in the Singular (253, 255).]

10. A Pronoun agrees with its Antecedent in Gender, Person, and Number (224, 225, 241).

11. The Adjectives *this* and *that* agree with their Nouns in Number (234).

Exercise 184. — *In the following sentences make the Verbs agree in Number with their Subjects.*

Read again paragraphs 251–255.

1. Which one of your brothers live in this house? 2. Neither of these apples are ripe. 3. Those sort of people are always quick to take offense. 4. Do you think either John or I is able to do that? 5. Every one of the rocks are covered with seaweed. 6. Each of these glasses contain water. 7. Both the carpenter and the mason is a good workman. 8. There are a kind of wild cattle that roams over the plains. 9. Uncle says he don't know whether you or John have any right to the money. 10. Almost everybody, since the papers have printed the story of those people, pity them.

Exercise 185. — *Make the Pronouns in the following sentences agree with their Antecedents.*

1. Almost everybody, when they saw the accident, tried to help the injured. 2. Every one should take their exercise regularly. 3. Has any one lost their gloves? 4. Whoever loses this game must pay their forfeit. 5. Any purchaser of our goods who are not satisfied with them may return them. 6. Both of these boys are thinking too much of his holidays. 7. No person should lose their temper so easily. 8. Whichever gets there first must write their name in the book. 9. Did either of your uncle's houses lose their roof in the cyclone? 10. Have either of you boys lost his knife?

Exercise 186. — *Correct the following sentences so as to use Adjectives and Adverbs as they should be used.*

Read again paragraph 166.

1. How brightly the moon looks to-night! 2. Now this time play as good as you can. 3. The sun is shining direct into the baby's eyes. 4. See how easy that bird flies. 5. Don't scold him so hardly. 6. The soup tastes nicely to-day. 7. Did you notice how gentle she spoke to him? 8. You are looking charmingly to-day. 9. The blind man felt very cautious along the wall. 10. The old man walked very slow.

RULES FOR SPELLING, CAPITALIZATION, AND PUNCTUATION

Read again paragraphs 91, 170, and 190.

291. (a) A word of one syllable (such as *bid*, or *run*), or a word accented on its last syllable (as *begin'*, *compel'*) *doubles* the final consonant before an added syllable beginning with a vowel; as, *put*, *putt-ing*; *befit'*, *befitt-ing*; *confer'*, *conferr-ing*. But —

(b) If the last syllable contains two vowels (as *eat*, *retain'*), or if the word is accented on some other than the last syllable (as *trav'el*, *dif'fer*), the final consonant is *not doubled*. Thus, *boat'ed*, *complain'ing*, *conceal'ing*; *wor'shiper*, *rap'idest*.

(c) Final *e* (not sounded, as in *slice*, *plate*) is usually dropped when a syllable beginning with a vowel is added; as, *change*, *changing*; *write*, *writing*; *contrive*, *contrivance*. (But words ending in *ge* or *ce* keep the *e* if the added syllable begins with *a*, *o*, or *u*; as *chargeable*, *advantageous*, *serviceable*.)

(d) If the added syllable begins with a consonant, the final *e* silent is generally retained; as, *rude*, *rudeness*; *care*, *careful*. (An exception is the word *judgment*.)

(e) If a word ends in a double consonant (as *call*) it usually adds a syllable without change; as *tall*, *tallness*; *ebb*, *ebbing*; *will*, *willful*. (Exceptions: *welfare*, *fulfill*, *altogether*, *almost*.)

(f) The added syllable may *precede* the word that ends with a double consonant; as in *re-tell*, *fare-well*, *down-*

fall. (Exceptions: until, and Adjectives ending in -ful, as care-ful.)

(g) Final *y*, if preceded by a consonant, usually changes to *i* before added syllables (except *-ing*) beginning with a vowel; as, rely, reliable; comply, compliance; pretty, prettiest.

(h) Final *y*, if preceded by a vowel, or followed by *-ing*, is kept; as donkey, donkeys; volley, volleying; cry, crying.

292. A capital should begin —

(a) The first word of every sentence.

(b) The first word in every line of verse.

(c) Every Proper Noun or Proper Adjective (as English, Latin).

(d) The names of the days of the week and the months of the year.

(e) Titles of honor (as His Excellency, the Governor).

(f) Names or titles of God (as Providence, the Lord).

(g) The main words in a heading, or in a title of a book (as, "The Man with the Iron Mask").

(h) Words meant to be regarded as important (as, "during the Civil War," etc.).

(i) The first word of a formal quotation (as, Pope says, "The proper study of mankind is man").

(k) The Pronoun I, and the Interjection O.

293. The points used to mark the end of the sentence are the period (.), the question mark (?) and the exclamation (!).

(a) The exclamation mark is used after exclamatory sentences, and frequently after interjections, or names spoken as exclamations.

(b) The question mark is used after interrogative sentences, or after direct questions.

(c) The period is used at the end of declarative and imperative sentences. But after a short emphatic command the exclamation mark may be used (as, Go away!).

(d) The period is used also to mark abbreviations; as Rev. Mr. J. E. Brown, D.D.

294. The marks used within a sentence are the comma (,), the semicolon (;), the colon (:), the quotation marks (“ ”), the dash (—), and the parentheses, ().

295. The *comma* is used —

(a) After a Nominative of Address; as, John, come here.

(b) Just before a quotation; “He said, ‘I wish to speak.’”

(c) To separate words in a series, or pairs of words in a series; as, “I bought pen, ink, paper and blotters”; “Young and old, rich and poor, sick and well, all heard him gladly.”

(d) To separate explanatory or thrown-in words or expressions from the rest of the sentence; as, —

Words in apposition :—

The old blacksmith, Perkins, has moved.

Inserted phrases and statements :—

I think, in fact, you were mistaken.

The old man, now reduced to poverty, was ready to die.

I saw, when the battle was over, that no advantage had been won.

Mr. Fish, who painted this picture, is here to-day.

296. The *semicolon* is used to separate coördinate members, or the main parts of sentences when each part contains commas; as, "After the spring rains the grass begins to be green; under the warmth of the sun, now more and more noticeable, the buds swell and open." (Find other illustrations in this book.)

297. The *colon* is used chiefly to indicate that a list or a statement (sometimes an emphatic quotation) is to follow; as, "I bought the following articles: a pound of tea, a quantity of sugar," etc. Or, "He then spoke these words: 'You have gone far enough.'"

298. The *quotation marks* are used to inclose direct quotations, and sometimes to indicate nicknames, slang expressions, and titles of books.

If a quotation occurs within a quotation, single quotation marks are used as well as the double ones; as, "John said, 'I heard father cry, "Don't enter this house again.'"

299. The *dash* is used to mark a breaking off in the sentence; as, "As I was going along Pearl Street—were you ever there?" If after such an interruption the sentence is resumed again, another dash must be used.

300. The *parentheses* inclose words that might be omitted and still leave a complete sentence; as, "When I reached home (it had been raining all the evening) I was tired and miserable."

301. Other marks used in writing are as follows:—

(a) The *apostrophe* (') is used to mark the omission of a letter, as in can't, ne'er, o'clock; and it is a part of all *Nouns* in the Possessive Case (see paragraphs 215–217).

(b) The *hyphen* (-) is used to separate the syllables of a word, chiefly at the end of a line when a part of the word must go on the next line; as, *sepa-rate*, *pronun-ciation*, *chatter-ing*. The hyphen is also used to separate the parts of a compound word; as, a piece of *rose-quartz*, *capitol-dome*.

(c) Such marks as * † ‡ § * ^b 1 2, etc., are used to call attention to notes at the foot of the page, or elsewhere.

(d) The *caret* (^) calls attention to a word or words omitted, and supplied above or in the margin.

(e) Underscoring a word once means that it should be printed in italics or read with emphasis; twice, that it should be printed in small capital letters; three times, that it is to be printed in large capitals, as in a heading or title of a chapter or of a book.

NOTES FOR TEACHERS

1. Nothing is said here or elsewhere to indicate whether the Exercises are to be worked orally or in writing; the decision is left in every case to the teacher. Now and then, however, an Exercise is so long that children could hardly be expected to work the whole of it in writing.

2. Proper Nouns are taken first, because young children knowing nothing of Grammar will recognize instantly that *Jack*, for example, is a name, while they might fail to see at once that *boy* is also a name.

3. The classification of Nouns, into Proper and Common, is carried no farther in this book, for reasons of simplicity. Common Nouns might be subdivided into Class Nouns, Abstract, and Collective Nouns, but these technical terms it was thought best not to introduce in an elementary grammar. A Collective Noun is a sort of Common Noun, because it is the name of all groups of its kind. This is plain when we consider the plurals of Collective Nouns, as *armies*, *flocks*. When Abstract Nouns are pluralized, as *fears*, *pleasures*, *arts*, etc., they assume to some extent the nature of Class Nouns. A complete classification would add another class of Common Nouns, viz. Material Nouns—the names of kinds of material, as, *gold*, *iron*, *metal*, *liquid*, *dirt*, *glass*. When such Nouns are pluralized, as *oils*, *calicoes*, *clays*, *soils*, etc., they obviously become Class Nouns.

4. Teachers may be found who are careful to tell their pupils that a Noun is the name of a thing and not the thing itself, and who yet will say that a Verb tells what a Noun does. A very little thought will show that a Verb (if it speaks at all of doing) tells of the action of some person or thing, and not of the action of some Noun.

5. Exercise 35 should be worked more than once, and when similar sentences occur in the reading lesson the children should be asked to pick out the Verbs.

6. Young teachers should avoid the common error of saying that the Verb *be* tells what a thing is. In the sentence "Sugar is sweet," *is* certainly does not say what sugar is. In logic, *sweet* is the Predicate and *is* the Copula.

7. The system of diagramming developed in this book has the advantages of accuracy and clearness. A diagram is a graphic representation of the relations of the parts of a sentence, and it should show unmistakably the nature and use of every element. Such graphic representation is economical of time and space, and it is, if not overdone, an excellent means of showing complete grammatical grasp of a sentence. It conduces to the better understanding, and therefore to the better use, of written English.

8. These sentences may prove rather confusing to children, but they will become quite clear if the teacher will make two pupils stand out and personate Mr. Smith and Mr. Brown.

9. The definition of a Pronoun given in paragraph 66 would not satisfy a logician, but a definition which would satisfy a logician would not satisfy a teacher of young children, for it would be unintelligible to them.

10. The method of elementary parsing shown in the text is taken (with a slight alteration) from "How to tell the Parts of Speech." Dr. Abbott strongly (and no doubt rightly) maintains that a child should first be taught to see what a word *does* and thence infer what it *is*.

11. The word *article* is from the Latin *articulus*, a small joint.

Dr. Abbott ("How to Parse," p. xix.) defines *Article* as "A name

- (a) Correctly given by the Greeks to their Article, because it served as a *joint* uniting several words together.
- (b) Then loosely applied by the Latins (as was natural, seeing they had no Article) to any short word, whether Verb, Conjunction, or Pronoun.
- (c) Foolishly introduced into English and once used to denote *the* and *a*."

12. "The words *yes, yea, aye, no* are called Adverbs and seem to have an Adverbial force. . . . Many [other Adverbs] may be detached in the same way from the sentence that they qualify; for example, *certainly, surely, indeed*, etc. The Adverb then stands alone by an obvious ellipsis."—BAIN: "A Higher English Grammar," p. 73.

13. Children should not be taught to trust to mechanical rules for determining what part of speech a word is, but the peculiarities mentioned in the text are worth noting.

14. The classification of the words mentioned in paragraph 234 bristles with difficulties. The chief merit of the method given for dealing with these words is its simplicity; that should commend it to teachers, though grammarians may find fault with it.

15. The method of dealing with Relative Pronouns adopted in the text was suggested by Dr. Abbott's "How to tell the Parts of Speech."

16. "The author is utterly at a loss to conceive on what principle the introduction of faulty sentences for correction can be objected to. Specimens of bad spelling for correction are injurious, because, in English, spelling is not reducible to fixed rules, but is for the most part a matter of simple recollection, and if the eye gets accustomed to the look of ill-spelt words, it is often difficult to recollect the correct mode of spelling them. Syntactical errors are of a totally different kind. They admit of being corrected on fixed principles; and as the learner is pretty sure to meet with numerous examples of faulty sentences, both in conversation and in reading, it seems desirable that he should have some practice in the correction of those mistakes which are of most frequent occurrence. Those who object to exercises of this kind should, to be consistent, exclude from books on logic all specimens of fallacies given for the purpose of correction. Yet those who have studied and taught logic are aware that few exercises are more beneficial."—MASON: "English Grammar," ed. 1861, p. 173.

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